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ABSTRACT

This ERIC/RCS Special Collection contains 4 ERIC Digests (brief syntheses of the research on a specific topic in contemporary education) and 14 FAST Bibs (Focused Access to Selected Topics--annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on reading at the elementary level. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), information on a computerized search service, searching ERIC in print, submitting material to ERIC/RCS, books available from ERIC/RCS, and an order form are attached. (RS)

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ED334572

SPECIAL COLLECTION

NUMBER 6

READING: ELEMENTARY

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ERIC (an acronym for Educational Resources Information Center) is a national network of 16 clearinghouses, each of which is responsible for building the ERIC database by identifying and abstracting various educational resources, including research reports, curriculum guides, conference papers, journal articles, and government reports. The Clearinghouse on Reading and Communication Skills (ERIC/RCS) collects educational information specifically related to reading, English, journalism, speech, and theater at all levels. ERIC/RCS also covers interdisciplinary areas, such as media studies, reading and writing technology, mass communication, language arts, critical thinking, literature, and many aspects of literacy.

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We want to acknowledge the valuable contributions of several of the ERIC/RCS professional staff: Nola Aiex, *Digest* Editor; Michael Shermis, *FAST Bib* Editor; Warren Lewis, Assistant Director, Publications; and Carolyn McGowen, our Office Coordinator.

Table of Contents

Introduction . . . v-ix

Digests . . . 1-15

  Reading and Writing in a Kindergarten Classroom . . . 1-3

  Parent Involvement in Elementary Language Arts: A Program Model . . . 5-7

  Beginning Reading Instruction in the United States . . . 9-11

  Schema Activation, Construction, and Application . . . 13-15

FAST Bibs . . . 17-74

Introduction . . . 17

  Cooperative Learning and Reading . . . 19-21

  Administrators and the Reading Program . . . 23-25

  Trade Books in the K-12 Classroom . . . 27-29

  Self Concept in Elementary School Reading Programs . . . 31-33

  Reading Aloud to Students . . . 35-38

  Reading-Writing Relationships . . . 39-42

  Eye Movements and the Reading Process . . . 43-46

  Informal Reading Inventories . . . 47-50

  Reading Material Selection . . . 51-54

  Computers in Elementary Reading Instruction . . . 55-58

  Reading Assessment in Elementary Education . . . 59-62

  Content Area Reading in Elementary Education . . . 63-66

  Reader Response . . . 67-70

  Ability Grouping in Reading Instruction: Research and Alternatives . . . 71-74

A Profile . . . 75-76

Computer Search Service . . . 77-78

ERIC in Print . . . 79-80

Submitting Material to ERIC/RCS . . . 81-82

Books Available from ERIC/RCS . . . 83-84

Order Form . . . 85

ERIC/RCS Special Collection 6: Reading—Elementary

What Are ERIC/RCS SPECIAL COLLECTIONS?

Each *ERIC/RCS Special Collection* contains ten or more *Digests* and *FAST Bibs* offering a variety of viewpoints on selected topics of interest and importance in contemporary education. ERIC *Digests* are brief syntheses of the research that has been done on a specific topic. *FAST Bibs* (Focused Access to Selected Topics) are annotated bibliographies with selected entries from the ERIC database. Both *Digests* and *FAST Bibs* provide up-to-date information in an accessible format.

Our *Special Collections* are intended as a resource that can be used quickly and effectively by teachers, students, administrators, researchers, policy makers, and parents. The *Digests* may be consulted for a summary of, or a particular viewpoint on, the research in an area, while the *FAST Bibs* may be used as the start of a more extensive look at what is available in the ERIC database on a subject of interest.

READING—ELEMENTARY

The materials in this *Special Collection* are mainly about reading at the elementary level. We have also included some materials that cut across grade and age levels.

Reading Aloud to Students

Recent research has underscored the importance of what many parents and teachers have been doing with young children for a long time—reading aloud and talking about the stories being read and listened to. "Reading aloud with children is known to be the single most important activity for building the knowledge and skills they will need for learning to read." (Marilyn Jager Adams, *Beginning Reading Instruction in the United States, ERIC Digest*, 1990) People are now realizing that reading aloud is beneficial for older students as well, even those who read well on their own. Even grownups enjoy being read to!

Developing positive attitudes toward reading is just one of the benefits of reading aloud. It also provides opportunities to introduce students to literature that they might not read for themselves, and it encourages language and vocabulary development. Discussions often arise quite naturally from the shared experience of hearing a passage, or an entire book, read aloud. Reading aloud can also provide a stimulus for writing and further silent reading. An annotated bibliography on this topic is part of this collection (*FAST Bib* No. 49, *Reading Aloud to Students*, by Jerry Johns and Joelle Schlesinger).

Beginning Reading Instruction

In the *Digest, Beginning Reading Instruction in the United States,* Marilyn Jager Adams describes a report she produced while studying the research and instructional practice in reading education in the United States (*Beginning to Read: Thinking and Learning about Print*, MIT Press, 1990). The report was centered on the debate over phonics—whether instruction in phonics promotes or impedes development of the attitudes and abilities required for reading comprehension. In the end, she concluded that "the overall advantage of phonics instruction...is relatively small." However, she found that the influence of early experiences with print and reading and writing *is* critical for children's later success at school. "Differences in reading potential are shown not to be strongly related to poverty, handedness, dialect, gender, IQ, mental age, or other such difficult-to-alter circumstances. They are due instead to learning and experience—and specifically to learning and experience with print and print concepts. They are due to differences that we can teach away—provided, of course, that we have the knowledge, sensitivity, and support to do so." The *Digest* described below, by Bobbi Fisher, gives a clear picture of one approach to reading and writing instruction that gives children abundant experiences of this sort to assist their literacy learning.

Family Involvement

Parents, we all know, play an extremely important role in their children's education. A recent ERIC/RCS *Digest*, by Marge Simic, is entitled *Parent Involvement in Elementary Language Arts: A Program Model*. Simic describes various dimensions of parent involvement, and she describes one program in detail.

Many books provide suggestions for parents: lists of books (for reading aloud or recommending to children), community resources, and activities to undertake with children and adolescents. However, many of the parents most in need of this information do not consult books available in bookstores or the public library. A series of booklets for parents, copublished by ERIC/RCS and the International Reading Association, supplies information in an easy-to-read, user-friendly format. (See the list below for booklets appropriate for parents of preschool and elementary-school children.)

The Family Literacy Center at Indiana University has developed a monthly audio magazine (booklet and audio tape) called *Parents and Children Together*. It contains suggestions and information for parents, on a different theme each month, and read-along stories for parents and children to enjoy together. You may obtain more information about this program by writing the Family Literacy Center, Smith Research Center 150, 2805 E. Tenth Street, Bloomington, IN 47408-2698, or calling 812-855-5847.

Reading-Writing Relationships

Research and instruction in the field of literacy over the past few years have focused on the complex connections between reading and writing. One of the *FAST Bibs* in this collection is entitled *Reading-Writing Relationships*. Jerry Johns and Roberta L. Berglund have selected a number of documents and articles on this topic. Most researchers view reading and writing (and, for that matter, speaking and listening) as interlinked developmental processes.

In the *Digest, Reading and Writing in a Kindergarten Classroom*, Bobbi Fisher describes the many different ways in which the children in her classroom became readers and writers, and how she structured the classroom environment so as to assist the children in that process. Teaching writing and reading in an integrated fashion is the topic of many documents in the ERIC database, and of a number of volumes developed for teachers by the ERIC Clearinghouse on Reading and Communication Skills. Among these books are the following:

Reading Strategies for the Primary Grades,
by Kim and Claudia Kätz

Critical Thinking, Reading, and Writing,
by Mary Morgan and Michael Shermis

Remedial Reading for Elementary School Students,
by Carolyn McGowen.

Our *Special Collection* (SC13) entitled *Whole Language and Integrated Language Arts* contains more information on this topic.

Reading across the Curriculum

Reading is needed for the mastery of every academic discipline. Thus not only Language-Arts and English teachers but also teachers of so-called "content areas"—mathematics and science and social studies and all the others—are involved in teaching reading and writing, whether they realize it or not. Furthermore, reading teachers need to help students with techniques for comprehending not only selections found in reading texts or children's books but also those describing scientific findings or distant cultures or mathematical concepts. One of the annotated bibliographies in this *Special Collection* provides a sample of some of the material available on this topic in the ERIC database—*Content Area Reading in Elementary Education, FAST Bib* No. 24, 1989. Even more recent material may be found by accessing the database directly.

Grouping for Reading Instruction

For many years, the standard practice in reading classrooms was to have three (or more) reading groups with whom the teacher met in rotation. Often they were called by names that left little doubt about the readers' ranks: "Cardinals," "Robins," and "Buzzards." Over the past few years, this practice has been challenged, and across the country teachers are using a variety of different techniques for reading instruction.

One of the annotated bibliographies in this collection (*FAST Bib* No. 21, *Ability Grouping in Reading Instruction: Research and Alternatives*, by Mary Morgan) lists some of the papers describing research in this area, available in the ERIC database, and also those discussing alternatives to long-term ability grouping—short-term instructional groupings and other arrangements.

Cooperative Learning and Reading

One of the bibliographies in this collection consists of articles and documents where the authors discuss cooperative learning as a method of developing reading skills (*Cooperative Learning and Reading*, by Jerry Johns, Carol J. Fuhler, and Claudia M. Furman, *FAST Bib* No. 58). Also on this topic is a book that is available from ERIC/RCS: *Peer Teaching and Collaborative Learning in the Language Arts*, by Elizabeth McAllister. McAllister defines peer teaching/peer tutoring, gives a brief history of these strategies, and also discusses the theory and practice of collaborative learning.

Improving Reading Comprehension

Readers rely on their prior knowledge and previous experience when trying to comprehend written material. According to Alvarez and Risko, "It is this organized knowledge that is accessed during reading that is referred to as *schema* (plural, *schemata*). Readers make use of their schema when they can relate what they already know about a topic to the facts and ideas appearing in a text. The richer the schema is for a given topic the better a reader will understand the topic." (ERIC/RCS *Digest, Schema Activation, Construction, and Application*, by Marino C. Alvarez and Victoria J. Risko).

Computers and Reading Instruction

What impact is the use of computers having on the teaching of reading? How helpful are the software programs being used at the primary level to assist with beginning reading instruction? Can computers help students to be better readers? *FAST Bib* No. 28, *Computers in Elementary Reading Instruction*, and the book *Computers in English/ Language Arts*, by Sharon Sorenson—available from ERIC/RCS—may both be helpful in answering these questions.

Reader-Response Theory

Many teachers are drawing on reader-response theory as they develop plans for literature instruction. The ERIC database offers a number of sources that can assist teachers in making use of this theory and various perspectives on how to implement it. Some of these sources have been collected by Michael Shermis in an annotated bibliography called *Reader Response* (*FAST Bib* No. 22).

Selecting Reading Materials

How do you choose appropriate materials for different sorts of readers? These *FAST Bibs* are helpful in providing annotated bibliographies on the subject: *Trade Books in the K-12 Classroom*, by Jerry Johns and Susan Schuengel; and *Reading Material Selection: K-12*, by Ruth Eppele.

Reading Assessment

Over the past few years, people have become increasingly concerned about assessment in reading. Is the assessment that is being carried out producing valid and reliable measures of reading comprehension and fluency? Or are the tests themselves changing the emphasis of what is taught in a way that is detrimental to learners? What about informal assessment, such as the use of portfolios? One of the bibliographies in this collection is entitled *Reading Assessment in Elementary Education*, by Roger Sensenbaugh. The references are categorized into sections that include standardized tests, alternative measures, informal reading inventories, and special ways to assess the reading of learning disabled children. Another bibliography deals specifically with *Informal Reading Inventories* (*FAST Bib* No. 39, by Jerry Johns and Peggy VanLeirsburg).

Available from ERIC/RCS is a book that contains the proceedings of a symposium held at Indiana University (cosponsored by this clearinghouse and Phi Delta Kappa): *Alternative Assessment of Performance in the Language Arts*. Many different viewpoints are represented in the volume, and thus a broad spectrum of the kinds of questions that are being asked in this field.

Two items dealing with portfolio assessment—one a *Digest* and one a *FAST Bib*—are not part of this collection but may be ordered from ERIC/RCS:

Portfolios: Assessment in Language Arts, by Roger Farr

Literacy Portfolios, by Jerry Johns and Peggy VanLeirsburg

Other Issues

Materials in this collection also deal with the issues of self-concept in the reading program and eye movements in reading. In addition, there is a bibliography entitled *Adminstrators and the Reading Program* (*FAST Bib* No. 53, by Jerry Johns and Renee McDougall).

Our intention is to help you become more familiar with some of the issues and research in the area of reading at the elementary-school level. We hope you will find this *Special Collection* useful.

More Information from the ERIC Database

In addition to the citations in the *Digests* and *FAST Bibs* included in this collection, other resources may be found by searching the ERIC database. A few of the terms that would be useful in a search are these: Reading-Comprehension, Reading-Instruction, Reading-Materials, Reading-Interests, Reading-Habits. These terms must be combined with Primary-Education or Intermediate-Grades or a specific grade level to limit the terms to the level you wish. If you need help with a search, please contact User Services at ERIC/RCS (812-855-5847).

Materials on Reading (and Reading-Writing Connections) Available from the ERIC/RCS Clearinghouse:

These materials, available from ERIC/RCS at Indiana University, may be of interest to you:

For Teachers:

Critical Thinking, Reading, and Writing,
by Mary Morgan and Michael Shermis

Computers in English/Language Arts,
by Sharon Sorenson

Working with Special Students in English/Language Arts,
by Sharon Sorenson

Reading Strategies for the Primary Grades,
by Kim and Claudia Kätz

Remedial Reading for Elementary School Students,
by Carolyn Smith McGowen

Peer Teaching and Collaborative Learning in the Language Arts,
by Elizabeth McAllister

Language Arts for Gifted Middle School Students,
by Susan J. Davis and Jerry L. Johns

For Teachers and Administrators:

Alternative Assessment of Performance in the Language Arts,
edited by Carl B. Smith

Two Reactions to The Report Card on Basal Readers,
by Constance Weaver and Patrick Groff

New Policy Guidelines for Reading: Connecting Research and Practice,
by Jerome C. Harste

Relating Reading and Writing: Developing a Transactional Theory of the Writing Process,
by Nancy Leavitt Shanklin

Portfolios: Assessment in Language Arts,
by Roger Farr (EDO-CS-91-09)

Literacy Portfolios,
by Jerry Johns and Peggy VanLeirsburg (*FAST Bib* No. 61)

For Parents:

101 Ideas to Help Your Child Learn to Read and Write,
by Mary and Richard Behm

Helping Your Child Become a Reader,
by Nancy L. Roser

Beginning Literacy and Your Child,
by Steven B. and Linda R. Silvern

How Can I Prepare My Young Child for Reading?
by Paula C. Grinnell

Creating Readers and Writers,
by Susan Mandel Glazer

You Can Help Your Young Child with Writing,
by Marcia Baghban

Your Child's Vision Is Important,
by Caroline Beverstock

For Parents and Children:

Parents and Children Together—This monthly audio journal (magazine plus audio cassette) is for children, ages 4 to 10, and their parents. Each issue contains suggestions and information for parents, and read-along stories for parents and children to enjoy together.

To order any of these materials, please use the form at the end of this collection.

E[illegible] Macfarlane, ERIC/RCS Associate Director
Series Editor, *Special Collections*

ERIC® Digest

Clearinghouse on Reading and Communication Skills EDO-CS-91-06

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Reading and Writing in a Kindergarten Classroom

by Bobbi Fisher

- Mandy is a reader. She holds a book with ease in her lap and tells the story in her own way, including much of the language of the text that she has memorized from hearing it many times. She looks at the pictures and sometimes at me as she reads. Her story is fluent and her voice expressive.
- Sam is another reader. He has also chosen a favorite book, with a simple, familiar text. He reads slowly, word by word, and his voice often lacks expression. He is focusing on the words in the text.
- Allie is a reader, too. Her reading is supported by the meaning of the story, the flow of the language, the pictures, and what she knows about phonics.
- Taisha is a writer. She has just written a grocery list in the housekeeping area. The paper has four lines of scribble-like writing.
- Joey is a writer, too. He has drawn a picture of his house and primarily written random letters from his name all over the pages. He has labeled house, H. He reads me his story.
- Stefanie is a writer. She uses many conventions of writing. For example, she leaves spaces between words, spells some words conventionally, applies temporary (invented) spelling in others, uses vowels in every word, and starts two of the three sentences with upper case letters (Fisher, 1991).

I have begun this digest with examples of the readers and writers in my kindergarten, because whenever I talk about literacy learning I have to begin with the children and what they can do. When I "kid watch" (Yetta Goodman, 1985) and observe what the children do as they read and write, I notice many predictable behaviors that emergent and beginning readers demonstrate. But I also notice that every child is making sense out of print in his or her unique way. My job as a teacher is to help each of them continue to develop as a reader and writer.

Therefore, my definition of reading and writing includes the wide and unique range of reading and writing behaviors demonstrated by each child in my classroom. For example, reading might be reading environmental print, looking at the pictures in a book and telling a story, pointing carefully to the print, or beginning to read independently. Writing might be a drawing, scribbling, writing random letters, inventing spelling or beginning to write conventionally. In our classroom, when we refer to reading, the children and I know that we mean using books to create meaning. When we refer to writing, we know that we mean picture drawing and letters and letter-like marks.

The Environment

Our classroom is a print-rich environment. Reading and writing materials are easily accessible for the children to select and use throughout the room.

- Reading. Big books and charts with poems, songs and chants in enlarged text are displayed. Fiction and nonfiction trade books, predictable books, dictionaries, and magazines are available on library display shelves, regular shelves, plastic bins and crates, and on tables throughout the room. A listening table is available, equipped with a tape recorder, ear-

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Bobbi Fisher teaches kindergarten at Haynes School in Sudbury, Massachusetts.

phones, story tapes and multiple copies of the accompanying text.

- Writing. The writing area contains a variety of paper, pencils, markers, crayons, rulers, a stapler, and a date stamp and pad. The alphabet in upper and lower case letters is hung at eye level, and cards with the alphabet and an accompanying picture representing the initial sound of the letter are accessible for the children to use wherever they are writing in the room. A plastic file crate is available in which the children file their daily drawings and writing so we have a record of their growth throughout the year.

Conditions of Learning

"To foster emergent reading and writing in particular, whole language teachers attempt to replicate the strategies parents use successfully to stimulate the acquisition of language and the 'natural' acquisition of literacy" (Weaver, 1990, p. 23). Brian Cambourne lists these conditions of learning as Immersion, Demonstration, Engagement, Expectation, Responsibility, Use, Approximation, and Response (Cambourne, 1988). In my classroom I try to create these same conditions to support children's growth and development in reading and writing. I use Don Holdaway's (1979) natural learning classroom model (Demonstration, Participation, Practice/Role Play, and Performance) for organizing the day and planning for groups and individual children.

- Demonstration and Participation. During group time, which I call shared reading, I give many demonstrations of reading and writing, and the children participate in these literacy experiences by reading along, commenting on concepts of print, and discussing the story. We read many different texts, such as predictable big books which support emergent and beginning readers, as well as poems, songs and chants, and fiction and nonfiction trade books. I model, and the children participate by using a variety of strategies that successful readers use, such as reading the sentence again, and using the beginning letter of a word to predict and confirm what it is. We discuss skills in context so the children will be able to use them as needed to create meaning as they read for a variety of purposes. I write in front of the children and they join in and participate, giving suggestions for content and helping spell the words.

All of these demonstrations are whole, meaningful, and authentic (Goodman, 1986). They take place in a non-competitive atmosphere as each child participates at his or her developmental level. Each child is a member of the literacy club (Smith, 1988).

- Practice/Role Play. Choice time follows shared reading. The children have opportunities to practice what they have observed and engaged in during the group time. I ask the children to read every day, but I give them lots of choices of what to read. They can read big books, small books, trade books, magazines, or charts or listen to a story tape. They can read alone, with a friend, or to a grownup.

I also ask the children to write every day. Usually they can choose their own topic. For example, they can write a book, write with a friend, or write in conjunction with an art project, block building, or the developmental play environment which we have set up in the room. The general writing parameters are flexible: draw a picture, write something (this varies from scribbles to labeling to conventional writing, depending on each child's development), date the piece with a date stamp, and write their name.

During choice time I watch the children and assess what they know so I can help them develop as readers and writers. I listen to them read, or conference with them about their writing. As I get to know them, I am able to encourage learning by taking that teachable moment to support growth.

- Performance. To complete the model, children need opportunities to share what they know. In our classroom sharing takes many forms. Children share their reading by reading to each other or to me and by taking a book home to read to their parents. They share their writing with their peers as they work at the writing table, make a sign for the blocks, or put their piece in the sharing basket for group sharing time. They share with me by coming to show me what they have done, and they share with their parents by taking their work home.

Classroom Goals

My goal for the children in my kindergarten is for them to become independent readers and writers (learners) for a variety of purposes. I want to help each one become a self-motivated, self-directed, self-regulated learner within a community of learners.

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ERIC® Digest

Clearinghouse on Reading and Communication Skills EDO-CS-91-02

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Parent Involvement in Elementary Language Arts: A Program Model

by Marge Simic

"Parent involvement" is fast becoming a hot topic. Teaching periodicals, parent magazines, newspapers, and even television talk shows and special broadcasts are emphasizing the impact parents make in educating their children. Topics include hints on effective communication at conference time, tips for establishing study skills and habits at home, and information on how to use parents effectively as volunteers in the classroom (Vukelich, 1984).

A potential limitation with the teacher-parents involvement suggestions described in some articles is that even though they may be worthwhile, they often lack an overall organization that allows teachers to plan and develop principled programs for parents (Becher, 1986; Becher, 1984; Vukelich, 1984). Many well-meaning, dedicated teachers approach parent involvement as an "afterthought" that may lack purposeful implementation. Parent involvement, in this sense, is not seen as part of the curriculum. A general format may help to eliminate wasted effort and guide the development of an organized approach to parent involvement—a parent involvement program that is integrated into the language arts curriculum.

Dimensions of Involvement

Petit (1980) attempts to organize the various dimensions of parent involvement. Petit specifies three levels or degrees of increasing parent involvement: (1) monitoring, (2) informing, and (3) participation.

At Petit's *monitoring level*, schools make parents aware of the school situation. Potter (1989) suggests that this is done through informal conversations (e.g., open houses, school programs), announcements regarding the school's activities, and questionnaires. This type of contact helps to establish parental feelings of assurance, confidence, and acceptance. Parents feel more comfortable sharing with the teacher their child's positive, as well as negative, attitudes about school that the child may be experiencing at home. Many schools are effective and active at this level of parent involvement with weekly bulletins, annual open houses in the fall, and public invitations to special school programs and activities.

Petit's second level is described as *informing*. This means keeping parents informed about the policies, procedures, aims, and expectations that exist in the school, but particularly in the classroom. The contact is more formal and direct. Communication at this level is more specifically between the classroom teacher and the parent rather than between the school and the parents. This is done through (1) parent-teacher conferences, (2) home visits, (3) class newsletters, (4) bulletin boards, (5) reporting, (6) phone calls, and (7) take-home packets.

In addition to teachers informing parents, parents need to inform the teacher about anything going on at home that may help the teacher to understand the child's behavior and performance at school. Parents should communicate with the teacher on how the child's reading and language activities are progressing at home and give feedback regarding the supportive activities done at home.

Participation is Petit's final level. At this level parents become actively involved in the classroom with teachers. Teachers solicit the assistance of par-

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Marge Simic has been a classroom teacher in elementary and secondary school, as well as a Chapter 1 Coordinator. She is a doctoral candidate in Language Education at Indiana University.

ents in helping the school and/or classroom with instructional support. Parents might act as aides or volunteers in classrooms, helping with bulletin boards, checking assignments, or making games and activities. Parents might volunteer to work in the library, do typing, or work with school equipment such as laminating and duplicating. Parents who have had experiences that match a special theme or topic being explored by the class could be asked to make special presentations. They may be asked to participate in classroom instruction or act as classroom reading tutors or writing editors who work with one or two children who are experiencing difficulty. Parents who cannot actively participate in the classroom are encouraged to provide supportive instruction at home using reading and writing strategies and methods similar to those being used in the classroom.

It is necessary that parents be aware of effective instructional techniques when working with children in the classroom and at home. Parent knowledge and skills can be extended through parent observation and/or instruction. It is at this participation level that parents become involved in workshops or reading courses. Teachers, specialists, or other professionals explain to parents about the school's language arts program. Parents are then given instruction on how to help students in the classroom and at home.

A Program Model

One such program encourages parent participation in the classroom for those parents who are able to volunteer their time, but also emphasizes participation at home. In this program, an elementary school teacher was implementing a literature-based program in the language arts curriculum. The teacher informed the parents through letters that the students would be integrating reading and writing in the language arts block and that they would be involved in a variety of literature experiences. Parents were given detailed explanations of various strategies in the letters. The teacher asked for their support and involvement at home in helping their child accomplish assignments through these new experiences. Parents and students were encouraged to share reading at home, as well as to share ideas and thoughts about the books. Suggestions or strategies for sharing books were explained and sent home for parent reference.

As the students became acquainted with this literature-based program, enthusiasm for reading was apparent in many of the students. A letter was sent home recounting some of the students' positive experiences and asking for parent volunteers—those who felt comfortable with the discussions and strategies for sharing reading. Some parents came into the classroom to help with small group discussions, book projects, etc.

Later on, the writing process was briefly explained in a parent letter, and activities the students were engaged in and editing marks and skills were defined, so that parents could assist their child at home. In this same letter, parents were asked to come into the classroom to help small groups of students with the authoring cycle, edit final drafts, type student stories, and assist with bookmaking. When parents did volunteer, it was very common to see the students explaining and informing the parents what it was they were doing in literature circles. It was not uncommon to see parents in authoring circles listening to student stories, offering suggestions, and helping students with first drafts.

Parents were given opportunities to help in book selection for new literature groups. The teacher sent home book club orders and suggestions and recommendations for book selection. The letter encouraged parents and children to discuss the recommended books on the list and then make their selection together. Literature groups were then determined from the book selections made by parents and children.

The teacher provided additional opportunities for parent input through a variety of correspondence. Periodically, parent letters were sent home telling of the progress students were making with literature and author circles. An invitation to observe these activities in the classroom was extended. Contracts were sent home to be signed by parents, students, and teachers regarding classroom rules, homework policies, responsibility for using classroom literature sets, and support for achieving success in this program. A list of necessary reading and writing supplies was sent home, and parents were asked to donate some of the items, such as white-out ink, contact paper, markers, old greeting cards, index cards, wallpaper books, cereal boxes, cushions, bean bag chairs, and so forth.

Careful Planning Is Essential

Initiating an effective and well organized plan for parent involvement takes plenty of work—work to achieve it, work and commitment to maintain it. It is realistic to think that as one moves through the levels of involvement that Petit describes, the audience of parents narrows. It is easy to have all parents and all teachers included at the beginning levels. However, as movement makes its way up the levels, the focus narrows. Fewer parents and teachers are able and willing to enter into the "participation" level of involvement with classrooms and homes. Teachers cannot let this be discouraging. Instead, they must continually remind themselves that the obligation to reach a wider audience of parents still remains.

When parent involvement reaches the level in which parents are actually involved at school and/or at home, teachers must recognize that it was attained through effective communication in the beginning or at previous levels. This effective communication involves positive actions by teachers, parents, and administrators who are willing to cooperate and act in concert with one another. The Office of Educational Research and Improvement (1986) argues that teachers who succeed in involving parents in their children's schoolwork are successful "because they (teachers) work at it. "Working at it" calls for a commitment from principals, teachers, and parents which ultimately benefits the child.

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Beginning Reading Instruction in the United States

by Marilyn Jager Adams

A report entitled *Beginning to read: Thinking and learning about print* has been released as a book through the MIT Press. A summary of this report is available from the Center for the Study of Reading.

Why Was This Report Written?

In 1984, under the auspices of the National Academy of Education, the Center for the Study of Reading produced a report on the status—the strengths and shortcomings—of research and instructional practice in reading education. Following this report, which was entitled *Becoming a Nation of Readers*, Congress asked the U.S. Department of Education to compile a list of available programs on beginning reading instruction, evaluating each in terms of the cost effectiveness of its phonics component. In partial response to this requirement, I was asked by the Department of Education—through the Center for the Study of Reading at the University of Illinois—to produce a report on the role of phonics instruction in beginning reading. Specifically, my charge was to address the following questions: Is phonics a worthwhile component of beginning reading instruction? If so, why? How might such instruction be most effectively realized?

It should be recognized that the word "phonics" is a red flag to some in the field of reading education. Because of this, the report has been and will be associated with a certain amount of controversy. What is phonics? Phonics is instruction intended to help children to understand the fundamentally alphabetic nature of our writing system and, through that understanding, to internalize the correspondences between frequent spelling patterns and the speech patterns—the words, syllables, and phonemes—that those spellings represent. The debate over phonics centers on whether its instruction promotes or impedes development of the attitudes and abilities required for reading comprehension. Given that the goal of reading instruction is to foster not only a willingness to read but to further the skill and disposition to do so purposefully, reflectively, and productively, I did not dismiss this debate. Instead I centered the report on it.

What Did I Do?

To produce this report, I spent a year reviewing the history of the debate, the literature on the relative effectiveness of different instructional approaches, the theory and research on the knowledge and processes involved in skillful reading, and the various literatures relevant to reading acquisition.

What made this task especially challenging and especially worthwhile is that the relevant information and arguments are scattered across so many fields. More specifically, the relevant research literature divides itself not only across fields of education, psychology, and linguistics, but also the fields of computer science and anthropology. I am gratified to report that across disciplines, and despite differences in terminology and perspective, I found considerable overlap in both issues and answers. Still more valuable, I believe, were the ways in which these literatures complemented one another. Collectively presented and interrelated, they support a much richer and more refined understanding of the issues and challenges we face in designing, delivering, and evaluating our students' reading education.

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What Did I Find?

Perhaps the most influential arguments for teaching phonics are based on studies comparing the relative effectiveness of different approaches to teaching beginning reading. These studies can be sorted into two categories. Those in the first category consist of small but focused laboratory studies. Those in the second category have compared the effectiveness of instructional approaches in real classrooms. Many of the classroom studies have been large scale, involving hundreds or thousands of children; they include, for example, the research conducted in the 1960s by Jeanne Chall under the sponsorship of the Carnegie Corporation, the 27 studies of the U.S.O.E. Cooperative Research Program in First-Grade Reading Instruction (1964-1967), and the 22 instructional models evaluated by the Office of Education through the Follow-Through project in the 1970s.

In the quest for answers about instructional effectiveness, these studies offer both good news and bad. The good news is that they suggest, with impressive consistency, that instructional approaches that include systematic phonics lead to higher achievement in both word recognition and spelling, at least in the early grades, and especially for slower or economically disadvantaged students. The bad news is that the studies do not permit precise identification of the factors underlying the phonics advantage. Whereas the laboratory studies provide clean contrasts of whatever variables they were designed to assess, they leave one wondering about the would-be influence of all those factors that were controlled or absent. Conversely, whereas the classroom studies offer real-world validity, they leave one wondering about the many factors that, though unavoidably present, were uncontrolled or unmeasured. Last but hardly least, the overall advantage of phonics instruction across the studies that compare methods of instruction is relatively small.

With this perspective, I turned to specialized literatures. I will summarize these literatures in three parts, corresponding to research and theory on skillful readers, on poor readers, and on children who have not yet entered school.

Skillful readers. A hallmark of skillful readers is the speed and relative effortlessness with which they typically progress through the words of written text. Laboratory research indicates that, in doing so, they visually process virtually each and every letter of the text. Further, as their eyes pass over the words of the text, their minds automatically and rather irrepressibly translate the spellings of the words into pronunciations. (This happens at the level of mental activity though not necessarily at the level of tongue activity.) Theory and research affirm that both the speed and effortlessness of these activities are integral to the capacity to read with skillful comprehension.

Skillful readers' speed of fluency enables them to think about whole phrases or sentences at once. The effortlessness of the word recognition process allows skillful readers to focus their active attention on the process of comprehension—on monitoring and assessing the message of the passage.

Poor readers. Research demonstrates that the ability to read English-like nonsense words, such as *zust* and *nell*, is a uniquely powerful discriminator of good from poor readers. Most poor readers have not learned to recognize frequent spelling patterns or to translate spelling patterns to speech patterns. Indeed, many of the symptoms that have variously been ascribed to neurological dysfunction or perceptual deficits are now being traced to insufficient familiarity with the visual forms of individual letters and the ordered, letter-by-letter composition of common English spelling patterns. Similarly, many problems that appear on the face of it to reflect comprehension difficulties are frequently traced to unaffordable efforts, slowness, or incompleteness in the word recognition processes.

Children who have not yet entered school. Identification of predictors of children's eventual success in learning to read has been an active area of research. Three powerful predictors are (1) preschoolers' ability to recognize and name letters of the alphabet, (2) their general knowledge about text (which is the front of the book and which is the back, whether the story is told by the pictures or the print, and which way to turn the pages of a book); and (3) their awareness of phonemes (the speech sounds that correspond roughly to individual letters).

While, however, a preschooler's phonemic awareness may be the best single predictor of how much that child will learn about reading in school, the best predictor of a preschooler's awareness is found to be how much she or he has already learned about reading. Reading aloud with children is known to be the single most important activity for building the knowledge and skills they will eventually require for learning to read. Adding regular doses of "Sesame Street," reading/writing/language activities in preschool, and time spent fooling around with magnetic letters on the refrigerator or playing word and "spelling" games in the car, on the computer, with crayons, and so on, such children will have experienced several thousand more hours of literacy preparation before entering first grade.

Before formal instruction is begun, children should possess a broad, general appreciation of the nature of print. They should be aware of how printed material can look and how it works; that its basic meaningful units are specific, speakable words; and that its words are comprised of letters. Of equal importance, they should have a solid sense of the various functions of print—to entertain, inform, communicate, record—and of the potential value of each of these functions to their own lives. To learn to read, a child must learn first what it means to read and that she or he would like to be able to do so. Our classrooms, from preschool on up, must be designed with these concepts in mind.

What Do These Findings Mean?

In all, a child's success in learning to read in the first grade appears to be the best predictor of her or his ultimate success in schooling as well as all of the events and outcomes that correlate with that. Yet, across the literature I reviewed, children's first-grade reading achievement depends most of all on how much they know about reading before they get to school.

In a way, this conclusion seems disheartening; it seems somehow to beg the American Dream. In another way, however, this conclusion is heartening. Differences in reading potential are shown not to be strongly related to poverty, handedness, dialect, gender, IQ, mental age, or any other such difficult-to-alter circumstances. They are due instead to learning and experience—and specifically to learning and experience with print and print concepts. They are due to differences that we can teach away—provided, of course, that we have the knowledge, sensitivity, and support to do so.

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Schema Activation, Construction, and Application

by Marino C.Alvarez and Victoria J. Risko

Readers rely on their prior knowledge and world experience when trying to comprehend a text. It is this organized knowledge that is accessed during reading that is referred to as schema (plural schemata). Readers make use of their schema when they can relate what they already know about a topic to the facts and ideas appearing in a text. The richer the schema is for a given topic the better a reader will understand the topic.

Schema theorists have advanced our understanding of reading comprehension by describing how prior knowledge can enhance a reader's interaction with the text. Accordingly, comprehension occurs when a reader is able to use prior knowledge and experience to interpret an author's message (Bransford, 1985; Norris & Phillips, 1987). Educators and researchers have suggested numerous instructional strategies to help students activate and use prior knowledge to aid comprehension. Yet, schema theory does not explain how readers modify and create new schema when presented with novel information in texts.

Schema Activation:

Because texts are never completely explicit, the reader must rely on preexisting schemata to provide plausible interpretations. Yet, there is much evidence that good and poor readers do not always use schemata appropriately or are unaware of whether the information they are reading is consistent with their existing knowledge. Also, there is evidence that students who do not spontaneously use schemata as they read will engage them if given explicit instructions prior to reading (e.g., Bransford, 1979).

Prereading strategies have been developed to help students relate new information appearing in written discourse to their existing knowledge. The design of many of these preorganizers reflects Ausubel's (1959) definition of readiness and the purpose of their use is to create a mind set prior to reading. These preorganizers have included advance organizers (Ausubel, 1960), structured overviews or graphic organizers (Alvermann, 1981), previews (Graves, *et al.*, 1983), concept maps (Novak & Gowin, 1984), and thematic organizers (Alvarez, 1980, 1983; Alvarez & Risko, 1989; Risko & Alvarez, 1986).

Schema Construction and Application:

Learning novel concepts may require the reader to connect new information to a congruent mental model. Mental models represent an individual's construal of existing knowledge and/or new information in the domain even though this information may be fragmentary, inaccurate, or inconsistent (Gentner & Gentner, 1983). A person's mental model is a representation of a particular belief based on existing knowledge of a physical system or a semantic representation depicted in a text. For example, a person may hold a belief that balls are round, inflatable and are made to bounce. However, this person may encounter a football (an ellipsoid) that is kicked or thrown, or ball bearings that are solid, or a bowling ball that is solid and has holes drilled into it for the purpose of rolling rather than bouncing. This new knowledge is integrated into a new, more complex, mental structure about the shape, substance, form, and function of balls.

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As Bransford (1985) points out, schema activation and schema construction are two different problems. While it is possible to activate existing schemata with a given topic, it does not necessarily follow that a learner can use this activated knowledge to develop new knowledge and skills. Problem solving lessons and activities can provide learners with situations that aid in schema construction which includes critical thinking. Critical thinking theory enables a reader to analyze an ambiguous text. When versed in this process, a reader can either weigh alternative interpretations, dismiss others, make a decision to evaluate multiple possibilities, or accept the information as being reasonable. This process helps students to modify or extend their mental model, or existing knowledge base, for target concepts.

Several teacher-directed and self-initiated activities can be used to promote schema construction and application of knowledge to novel situations. Four such strategies that are designed to foster shared meaning between and among teachers and peers are: cases, interactive videodiscs, hierarchical concept maps, and Vee diagrams.

Cases that present learners with single and varied contexts across disciplines provide learners with scenarios that can be discussed and analyzed from multiple perspectives (e.g., see Christensen, 1987; Spiro, *et al.*, 1987). These cases can include written documents, recorded (musical as well as narrative) interludes, paintings, artifacts, video portrayals, and other pertinent substances and materials. Another teacher-directed strategy is the use of interactive videodiscs. Bransford and his colleagues are developing episodes, revolving around problem-oriented learning environments, that can be computer-accessed by learners to invite critical thinking and schema construction (see Bransford, *et al.*, 1989; Bransford, *et al.*, in press).

Hierarchical concept maps and Vee diagrams are two methods that students can initiate on their own for schema construction and application. Hierarchical concept maps (Novak & Gowin, 1984) are designed to help the reader clarify ambiguities of a text while simultaneously revealing any misconceptions that result from a reading. More importantly they provide the learner with a tool from which to initiate ideas that can be shared by visual inspection with someone else. The Vee diagram (Gowin, 1981/1987) is a method by which a learner can learn about the structure of knowledge and knowledge-making within a given discipline and use this knowledge in novel contexts.

Students can be taught to incorporate new information into their existing world knowledge. This can be accomplished through teacher guided instruction and self-initiated strategies that includes methods and meaningful materials that induce critical thinking with conceptual problems. In order for schema construction to occur, a framework needs to be provided that helps readers to elaborate upon new facts and ideas and to clarify their significance or relevance. Students need to learn more about themselves as learners. Notable in this learning context is the relationship between facts and ideas learned in formal school settings and those encountered in everyday learning environments. Perhaps within this inquiry we will be led to discover the ways individuals choose to relate new information to existing schemata and how this new information influences their future knowledge and decision-making.

Additional material on schemata can be found in the ERIC database. Some recent articles are:

Anstey, Michele. "Helping Children Learn How to Learn," *Australian Journal of Reading*, 11 (4) November 1988, p. 269-77. [EJ 383 664]

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Bloom, Charles P. "The Roles of Schemata in Memory for Text," *Discourse Processes*, 11 (3) July-September 1988, p. 305-18. [EJ 381 725]

Mealey, Donna L. and Nist, Sherrie L. "Postsecondary, Teacher-directed Comprehension Strategies," *Journal of Reading*, 32 (6) March 1989, p. 484-93. [EJ 383 759]

Scales, Alice M. "Teaching College Reading and Study Skills through a Metacognitive-Schema Approach," Paper presented at the Annual Meeting of the International Reading Association, 1987. 39 p. [ED 298 428]

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Cooperative Learning and Reading

by Jerry Johns, Carol J. Fuhler, and Claudia M. Furman

Research and practice strongly support cooperative learning as an effective method of developing reading ability across the curriculum. This bibliography is organized into six sections: (1) Overview, (2) Research, (3) Elementary Applications, (4) Secondary Applications, (5) Content Area Applications, and (6) Special Populations. The entries in these sections should help teachers understand the effectiveness of teaching through cooperative groups as well as specific styles of cooperative learning for various content areas and grade levels.

Overview

Brown, Ann L.; Palincsar, Annemarie S. *Guided Cooperative Learning and Individual Knowledge Acquisition.* Technical Report No. 372. 1986. 116p. [ED 270 738]

Examines how cooperative learning can influence individual knowledge acquisition. Reviews theoretical claims concerning a variety of group learning procedures and evidence that supports their efficacy. Discusses claims that (1) group participation aids learning, (2) group settings force learning with understanding to produce conceptual changes, and (3) individual thought processes originate in social interaction. Examines reciprocal teaching, which combines expert scaffolding, guided practice in applying simple concrete strategies, and cooperative learning discussions. Explores the impact of the program on the listening and reading comprehension strategies of first-grade students. Concludes that reciprocal teaching is a successful method of improving both listening and comprehension, and discusses possible extensions to instruction in specific content areas.

Fehring, Heather. "Cooperative Learning Strategies Applied in the Language Classroom," *Reading Around Series,* n1 1987. 7p. [ED 285 122]

Offers a set of guidelines for fostering cooperative learning in a language arts classroom. Describes the problems with competitive and/or individual learning, and the reasoning behind cooperative learning. Outlines the key features of a cooperative learning environment, including the fostering of interpersonal and small-group skills, positive interdependence, face-to-face interaction, and individual accountability. Offers a unit on creative use of synonyms, a three week story-writing unit, a video production, and a one-to-three-lesson unit on clear thinking. Suggests a way to organize a one-lesson unit and offers helpful hints for encouraging cooperative learning in the classroom.

Harp, Bill. "What Do We Put in the Place of Ability Grouping (When the Principal Asks)?" *Reading Teacher,* v42 n7 p 534-35 Mar 1989.

Presents two alternatives to ability grouping—flexible grouping (based on students' level of independence as learners) and cooperative learning groups. Discusses the benefits of cooperative learning, and provides a sample cooperative-learning lesson.

Manarino-Leggett, Priscilla; Salomon, Phyllis A. "Cooperation vs. Competition: Technique for Keeping Your Classroom Alive but Not Endangered." 1989. 13p [ED 311 409]

Discusses cooperative learning, a technique in which students work in small heterogeneous learning groups. Defines cooperative learning and describes the most widely used cooperative learning methods: Student Teams-Achievement Divisions (STAD), Teams-Games Tournament (TGT), Jigsaw, Learning Together, and Group Investigation. Presents a review of related research. Offers methods and strategies applicable to the reading classroom.

Research

Madden, Nancy A.; and others. "A Comprehensive Cooperative Learning Approach to Elementary Reading and Writing: Effects on Student Achievement." 1986. 31p. [ED 297 262]

Evaluates the Cooperative Integrated Reading and Composition (CIRC) program to determine whether a comprehensive, cooperative learning approach can be used effectively in elementary reading and writing instruction. States that student achievement in reading and writing can be increased if state-of-the-art principles of classroom organization, motivation, and instruction are used in the context of a cooperative learning program. Indicates that standardized measures of skills can also be affected.

Madden, Nancy A.; and others. "Reading Instruction in the Mainstream: A Cooperative Learning Approach." 1986. 53p. [ED 297 261]

Discusses two studies of the Cooperative Integrated Reading and Composition Program (CIRC) which combines individualized instruction with cooperative learning. Supports the effectiveness of CIRC on students' reading, writing, and vocabulary achievement. Cites differing results with respect to mainstreamed learning-disabled students.

Slavin, Robert E. *Cooperative Learning: Student Teams. What Research Says to the Teacher*, Second Edition. National Education Association, Washington, DC 1987. 33p. [ED 282 862]

Reviews research indicating that when the classroom is structured in a way that allows students to work cooperatively on learning tasks, students benefit academically as well as socially. Emphasizes that cooperative learning methods are usually inexpensive, easy to implement, and require minimal training of teachers. Cites various cooperative learning methods.

Stevens, Robert J.; and others. "Cooperative Integrated Reading and Composition: Two Field Experiments." Report No. 10. 1987. 54p. [ED 291 075]

Evaluates a comprehensive cooperative learning approach to elementary reading and writing instruction, Cooperative Integrated Reading and Composition (CIRC) in the elementary classroom. Cites significant effects in favor of the CIRC students on standardized test measures of reading comprehension, reading vocabulary, language mechanics, language expression and spelling, writing samples and oral reading measures.

Elementary Applications

Flynn, Linda L. "Developing Critical Reading Skills through Cooperative Problem Solving," *Reading Teacher*, v42 n9 p664-68 May 1989.

Describes an instructional model for presenting students with opportunities to analyze, synthesize, and evaluate ideas through cooperative problem solving. Provides suggestions for implementation using examples from the author's classroom experiences.

Madden, Lowell. "Improve Reading Attitudes of Poor Readers through Cooperative Reading Teams," *Reading Teacher*, v42 n3 p194-99 Dec 1988.

Asserts that cooperative reading teams (reading groups composed of students at varied reading levels) motivate poor readers to learn by developing positive feelings about reading. Describes several reading, language, and content area activities for cooperative reading teams.

Male, Mary. "Cooperative Integrated Reading and Composition: A Success Story," *Writing Notebook*, v7 n1 p25-27 Sept-Oct 1989.

Outlines the Cooperative Integrated Reading and Composition (CIRC) program, a sequenced and structured reading/language arts program used by elementary level students at Bracher School in Santa Clara, California. Describes several cooperative reading and writing activities used in this program.

Rasinski, Timothy V. "Inertia: An Important Consideration for Reading Motivation." 1989. 11p. [ED 304 665]

Claims that the concept of inertia is analogous to a situation that occurs in reading. Describes students who, despite being able to read, choose not to read when other options are available because they lack the motivation to read. Offers several strategies and activities to create an initial impetus toward independent and motivated reading, including reading aloud to children; providing experiences in the school, such as field trips, guest speakers, and films; and using books themselves to lead students into other books.

Smith, Carl B. "Shared Learning Promotes Critical Thinking," *Reading Teacher*, v43 n1 p76-77 Oct 1989.

Describes how shared learning activities, including cooperative learning, collaborative learning, and small group learning, can develop critical reading and problem-solving skills. Discusses the teacher's role in guiding shared learning activities.

Topping, Keith. "Peer Tutoring and Paired Reading: Combining Two Powerful Techniques," *Reading Teacher*, v42 n7 p488-94 Mar 1989.

Examines the advantages and disadvantages of peer tutoring and Paired Reading, a program of structured pair-work between children with different reading abilities. Claims these methods have great potential for cooperative learning.

Secondary Applications

Davey, Beth. "Using Textbook Activity Guides to Help Students Learn from Textbooks," *Journal of Reading*, v29 n6 p489-94 Mar 1986.

Describes how textbook activity guides that emphasize active student involvement through cooperative learning and a self monitoring component can help students become active, flexible, more effective readers of textbook materials.

Montague, Marjorie; Tanner, Michael L. "Reading Strategy Groups for Content Area Instruction," *Journal of Reading*, v30 n8 p716-23 May 1987.

Reviews relevant research in reading comprehension strategies and cooperative learning methods. Describes reading strategy groups as an approach for content area instruction along with practical suggestions for implementation.

Content Area Applications

Ericson, Bonnie; and others. "Increasing Critical Reading in Junior High Classrooms," *Journal of Reading*, v30 n5 p430-39 Feb 1987.

Describes three content area reading strategies (anticipation-reaction guides, text previews, and three-level study guides) that capitalize on cooperative small group learning and emphasize higher-order critical thinking.

Miller, Douglas E. "Cooperative Critical Thinking and History," *Social Studies Review*, v28 n3 p55-68 Spr 1989.

Argues that current social studies textbooks lack coherent formats, decipherable vocabulary, clearly written paragraphs, and presume background information which students lack. Presents a lesson that encourages discussion of information and eventual consensus in a group setting.

VanCleaf, David W. "Cooperative Learning: Linking Reading and Social Studies," *Reading Psychology*, v9 n1 p59-63 1988.

Argues that cooperative learning activities such as small group activities are important in social studies classes because they enhance text comprehension, nurture interaction skills, develop democratic behavior, and actively involve students.

Steffens, Henry. "Collaborative Learning in a History Seminar," *History Teacher*, v22 n2 p125-38 Feb 1989.

Reviews the use of the collaborative learning process in a seventeenth-century intellectual history seminar. Suggests use of reader response, peer critiques, small writing groups, and peer tutoring.

Special Populations

Maring, Gerald H.; and others. "Five Cooperative Learning Strategies for Mainstreamed Youngsters in Content Area Classrooms," *Reading Teacher*, v39 n3 p310-13 Dec 1985.

Offers adaptations of content area reading techniques that can help teachers integrate mainstreamed children into small groups with other members of their classes. Includes the following: (1) the Jigsaw strategy, (2) the list-group-label strategy, and (3) the small group structured overview.

Manzone, Christine A. "Six Strategies for Teaching Reading Comprehension to Learning Disabled Students." 1989. 14p. [ED 311 667]

Describes six strategies that can be used to improve the reading comprehension of learning disabled students. Provides examples from particular models of instruction as well as a rationale for each. Suggests that strategies may be used either individually, as a cooperative learning experience with a partner, or one-on-one with a teacher or tutor.

Slavin, Robert; and others. "Accommodating Student Diversity in Reading and Writing Instruction: A Cooperative Learning Approach," *Remedial and Special Education*, v9 n1 p60-66 Jan-Feb 1988.

Explains that "Cooperative Integrated Reading and Composition" is a program that successfully teaches reading, writing, and language arts in heterogeneous intermediate classes containing mainstreamed special education and remedial reading students by combining mixed-ability cooperative learning teams and same-ability reading groups.

Stiers, Darlene. "Cooperative Learning for Remedial Students," *Social Studies Review*, v28 n3 p46-48 Spr 1989.

Offers cooperative learning instructional techniques for teaching the historical novel *The Root Cellar* in a remedial reading classroom. Recommends cooperative learning as a means through which the student can succeed academically while developing interpersonal skills. Suggests that the lesson be adapted to match the ability level of students.

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Administrators and the Reading Program

by Jerry Johns and Renee McDougall

Administrators play an extremely important role in the reading program. A search of the ERIC database revealed many articles and documents; this *FAST Bib* contains a carefully selected portion of these resources arranged in five sections. The first section focuses on Program Development and Acquiring Instructional Materials. The next three sections focus on issues: Instructional, Policy, and Personnel. The final section concerns Assessment and Evaluation.

Program Development and Acquiring Instructional Materials

Bailey, Gerald D. "Guidelines for Improving the Textbook/Material Selection Process," *NASSP Bulletin*, v72 n506 p87-92 Mar 1988.

Offers nine suggestions to help build a leadership structure and a database for making appropriate textbook selections.

"Criteria for Excellence: Elementary Language Arts—Reading, Writing, Listening, Speaking. Promising Practices." Alaska State Department of Education, Juneau, 1987. [ED 291 078]

Includes discussion of philosophy/policy, staffing and professional development, administration, program, resources, planning and evaluation.

"Criteria for Excellence: Secondary Language Arts—Reading, Writing, Listening, Speaking. Promising Practices." Alaska State Department of Education, Juneau, 1987. [ED 291 077]

Provides a systematic assessment of secondary Language Arts programs. Considers ratings in the areas of philosophy, staffing and professional development, administration, program, resources, and evaluation.

Ediger, Marlow. "Reading in the Language Arts," 1989. [ED 301 839]

Discusses innovations in the teaching of reading and evaluation of new approaches. Considers reading readiness, basal readers, experience charts, linguistic approaches, and individual differences.

"English Language Arts Syllabus K-12. A Publication for Curriculum Developers." New York State Education Department, Albany, 1988. [ED 299 578]

Outlines general criteria for an effective integrated curriculum in English language arts, suggests the instructional objectives that need to be addressed, and provides direction for the evaluation of student progress and program effectiveness.

Grubaugh, Steven. "Initiating Sustained Silent Reading in Your School: Ask, 'What Can SSR Do for Them'?" *Clearing House*, v60 n4 p169-74 Dec 1986.

Discusses the effects of a sustained silent reading (SSR) program on school administrators, teachers, librarians, and the students. Offers suggestions on setting up an SSR program.

Shannon, Patrick. "Commercial Reading Materials, a Technological Ideology, and the Deskilling of Teachers," *Elementary School Journal*, v87 n3 p307-29 Jan 1987.

Examines the role of commercial materials in reading instruction through analyses of expert opinion and of research on reading instruction. Reports a series of investigations concerning teachers' and administrators' conceptions of reading and reading instruction and offers a critical evaluation of recent writing on effective reading instruction.

Wepner, Shelley B.; and others. "The Administration and Supervision of Reading Programs." Columbia University, New York, NY, 1989. [ED 300 802]

Outlines how to organize and supervise reading programs, pre-kindergarten through grade twelve. Discusses the knowledge areas necessary for administering reading programs.

Instructional Issues

Dreeben, Robert. "Closing the Divide: What Teachers and Administrators Can Do to Help Black Students Reach Their Reading Potential," *American Educator*, v11 n4 p28-35 Win 1987.

Discusses an examination of about 300 Black and White first graders, which demonstrates that providing a great deal of instructional time and using high-quality, challenging materials are critical to student success in reading and that grouping students by ability within a class and then matching the pace of instruction to students' ability bolsters achievement.

Haney, Dorothy. "Reading Aloud to Others: Factors Contributing to Its Value and Effectiveness in the Classroom," 1988. [ED 298 438]

Reviews the research on the value of reading aloud to students, the benefits of incorporating literature into the classroom, effective behaviors of parents and teachers, and creative ways of incorporating these techniques to create better and more interested readers.

Snow, Marguerite Ann. "Immersion Teacher Handbook. Educational Report Series." California Univ., Los Angeles. Center for Language Education and Research, 1987. [ED 291 243]

Offers a handbook as a preservice training guide, written primarily for prospective immersion program teachers and secondarily as a resource for immersion program administrators and parents of prospective enrollees.

Truby, Roy. "Home-School Projects That Work," *Education and Urban Society*, v19 n2 p206-11 Feb 1987.

Presents projects for involving parents in their children's education which include the following: (1) parents' reading with children; (2) letters to new parents; (3) library visits and booklists; (4) monthly suggestions for involvement; and (5) newspaper "promise" ads for students and parents to sign.

Policy Issues

Balajthy, Ernest. "Confrontation and Alienation: Education's Flawed Response to Religious Textbook Objection," 1988. [ED 297 297]

Discusses recent controversies over textbooks that illustrate objections held by Evangelicals to "secular humanism" in the schools and why educators automatically tend to assume that all religious objections to curricula are clear-cut attempts at censorship.

Clark, Elyse. "A Slow, Subtle Exercise in Censorship," *School Library Journal*, v32 n7 p93-96 Mar 1986.

Relates events surrounding the decision made by a public school board of education and school administrators to institute a policy of obtaining parental permission for students who want to borrow five Judy Blume books from the middle school library. Covers actions taken by the librarian and parental involvement.

Marockie, Henry; and others. "A Study on the Use of Time for Reading Instruction in Grades One, Two, and Three in West Virginia Schools." Appalachia Educational Lab., Charleston, W. Va., West Virginia Association of School Administrators, 1987. [ED 293 086]

Investigates the effects of a 1984 West Virginia State Board of Education (WVBE) policy which specified the use of instructional time. Discusses a study that examined the effects of this policy on reading instruction in the primary grades by surveying a random representative sample of primary teachers and principals in West Virginia. Indicates no statistically significant differences among teachers' and principals' reports of past, current, and ideal use of instructional time for reading.

Solomon, Henry; and others. "Student Achievement in the 1985-86 Promotional Policy Program. OEA Evaluation Report." New York City Board of Education, Brooklyn, NY, 1987. [ED 299 315]

Provides information about the success of the remedial reading program under the community school district's new Promotional Policy Program in terms of student outcomes. Uses the California Achievement Test in reading and the Language Assessment Battery as criteria to be eligible for this new program. Involves 13,734 fourth- and seventh-grade students, 81.5% of whom met the criteria for their grade in August of 1985, January of 1986, or April of 1986. Recommends that the central and district program administrators review the programs for adequacy of teacher preparation and curriculum materials. Includes thirteen data tables.

Personnel Issues and Teacher Behaviors

Jensen, Julie M. "Research Currents: 'Taking Language to Heart'," *Language Arts*, v65 n7 p714-19 Nov 1988.

Recalls memorable moments from the author's public school life which imply that the best possible learning environments are active, meaningful, personalized, and collaborative; nourished by conversation, by reading, and by writing among teachers, administrators, parents, and students; and that the best teachers are learners.

Rupley, William H.; and others. "Past, Present, and Future Job Responsibilities of Public School Reading Specialists," *Reading World*, v24 n3 p48-60 Mar 1985.

Surveys reading teachers, school administrators, and professors of reading to determine the past, present, and future roles of reading resource teachers.

Shannon, Patrick. "Teachers' and Administrators' Thoughts on Changes in Reading Instruction within a Merit Pay Program Based on Test Scores," *Reading Research Quarterly*, v21 n1 p20-35 Win 1986.

Supports predictions concerning two consequences of combining merit pay and other business practices within a reading program: (1) that school personnel would constrict their definitions of reading and reading instruction to those prescribed by district policy; and (2) that teachers would consider reading instruction less fulfilling than they did prior to the period pay program.

Woodward, Arthur. "Over-Programmed Materials: Taking the Teacher out of Teaching," *American Educator*, v10 n1 p26-31 Spr 1986.

Argues that the prevalent use of textbook and teachers' guide packages is one of the greatest factors responsible for the current ills affecting teaching.

Assessment and Evaluation

Fincher, Cameron. "Assessing Educational Outcomes: Are We Doing Good, Can We Do Better?" Georgia Univ., Athens. Inst. of Higher Education, 1988. [ED 299 842]

Discusses possible reasons for poor assessment of educational outcomes in the U.S. during the 1980s.

Howards, Melvin. "Testing: Illusions of Measurement," 1987. [ED 300 393]

Presents a discussion of research on many types of tests and the history of the testing.

Kippel, Gary M.; Forehand, Garlie A. "School Mastery of Reading Test System to Enhance Progress of Schools." New York City Board of Education, Brooklyn, 1987. [ED 293 844]

Describes the School Mastery of Reading Test (SMRT) program which was designed to give administrators and teachers information about reading performance and recommendations for improving the instructional program.

Linn, Robert; and others. "Speed and Accuracy of Word Decoding and Recognition. Research on Instructional Assessment: Instructionally Relevant Reading Assessment." California Univ., Los Angeles. Center for the Study of Evaluation, 1987. [ED 292 067]

Discusses a study focused on the first phase of a longitudinal program of research designed to investigate the feasibility of constructing reading tests closely articulated with specific reading curricula and consistent with the current scientific understanding of reading processes.

Lytle, James H. "The Zest for Tests. Are Too Many Used for the Wrong Reasons?" *School Administrator*, v45 n11 p8-11 Dec 1988.

Discusses why using scores from a single standardized test to make student placement decisions for reading groups, advanced placement classes, magnet schools, or remedial education programs is inappropriate. Suggests that recent research shows that teachers' judgments provide as accurate an estimate of student ability as standardized test results.

Madgic, Robert. "Assessment of Student Learning and School Effectiveness: Restoring the Focus," *Thrust for Educational Leadership*, v16 n4 p38-40 Jan 1987.

Describes why school effectiveness cannot be assessed by comparing group performances on standardized tests. Discusses why focusing on individual results enhances collective program assessment.

Ruddell, Robert B. "Knowledge and Attitudes toward Testing: Field Educators and Legislators," *Reading Teacher*, v38 n6 p538-43 Feb 1985.

Indicates that the test knowledge of teachers, administrators, district personnel, and legislators is limited.

Shannon, Patrick. "Conflict or Consensus: Views of Reading Curricula and Instruction within One Instructional Setting," *Reading Research and Instruction*, v26 n1 p31-49 Fall 1986.

Suggests that most administrators accept student test scores as the appropriate goal of reading programs and centralized planning and use of commercial reading materials as the appropriate means for reading instruction, while most teachers seek more effective and communal goals and more autonomy concerning means.

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Trade Books in the K-12 Classroom

by Jerry Johns and Susan Schuengel

As the use of trade books in language arts and content area classrooms becomes increasingly popular, teachers need to know what books to choose and how and why to incorporate them into the curriculum. This *FAST Bib*, based on entries to the ERIC database, contains selected references from 1987 to 1990. The bibliography is organized into five sections: Content Areas, Integrated Language Arts, Literature Based Reading Programs, Teacher Education, and General Interest Bibliographies. The information in these citations will help teachers of elementary and high school students decide which trade books are appropriate for their classrooms and how best to put them to use.

Content Areas

Danielson, Kathy Everts. "Helping History Come Alive with Literature," *Social Studies*, v80 n2 p65-68 Mar-Apr 1989.

Describes 20 trade books to aid teachers in the development of social studies concepts. Suggests ways to use these books to extend lesson units by emphasizing formation of concepts and generalizations, integrating social sciences, clarifying values, achieving objectives, and maintaining objectivity in discussing societal conflict.

Hansen, W. Lee. " 'Real' Books and Textbooks," *Journal of Economic Education*, v19 n3 p271-74 Sum 1988.

Advocates the supplemental use of trade books with textbooks in introductory economics courses. States that students will learn how economists approach economic issues in the real world, building upon the organized textbook presentation of material. Acknowledges that textbooks are essential to instruction, and lists several appropriate works for supplemental reading.

Lehman, Barbara A.; Crook, Patricia R. "Content Reading, Tradebooks and Students: Learning about the Constitution through Nonfiction," *Reading Improvement*, v26 n1 p50-57 Spr 1989.

Provides five lesson plans on the United States Constitution, in which students read several tradebooks in order to synthesize information from multiple sources in preparation for written or oral reports. Provides an annotated bibliography of 13 tradebooks about the Constitution.

McCann, Robert M. "Making Social Studies Meaningful by Using Children's Literature," *Georgia Social Science Journal*, v19 n2 p13-16 Fall 1988.

Gives examples of children's trade books which can enhance social studies topics dealing with everyday life in past times, the impact of historical events on the average person's life, historical facts, and sensitive issues in the students' lives. Lists the National Council for the Social Studies' 1986 Notable Children's Trade Books.

Pruitt, Laura L., Comp. "Making Connections: A Selected List of Historical Fiction K-12." 1989. 83p. [ED 308 511]

Provides media specialists and teachers with an annotated list of historical fiction tradebooks categorized by American historical periods and grade-level groupings. Contains two parts: a list of historical fiction book titles subdivided into nine chronological historical periods starting with the Colonial period prior to 1763 and going up to 1980; and an annotated booklist containing bibliographic information and annotations for 340 books.

Webre, Elizabeth C. "Content-Area-Related Books Recommended by Children: An Annotated Bibliography Selected from 'Children's Choice' 1975-1988." 1989. 21p. [ED 303 775]

Contains 121 children's choices, which are guaranteed to be informational and entertaining as students study math, health, science, social studies, and the language arts.

"Outstanding Science Trade Books for Children in 1988," *Science and Children*, v26 n6 p40-45 Mar 1989.

Lists annotations of books based on accuracy of contents, readability, format, and illustrations. Includes number of pages in each entry, price, and availability. Covers the following topics: animals, biographies, space science, astronomy, archaeology, anthropology, earth and life sciences, medical and health sciences, physics, technology, and engineering.

Integrated Language Arts

Meerson, Mary Lou. "Integrating the Language Arts: Alternatives and Strategies Using Trade Books as Models for Student Writing." Paper presented at the Annual Meeting of the International Reading Association, 1988. 8p. [ED 294 210]

Provides specific suggestions on how, when, and why to use literature, or trade books, to help the novice writer. Shows how teachers can help students at all levels build schema by writing books themselves. Offers suggestions for employing literature as a model for student writing including using trade books to teach literary devices (*The Diary of Anne Frank* for diaries, and *Science Experiments You Can Eat* for content-area writing), and writing book extensions (prologues or epilogues for books, new stories for well-known characters, or changing the setting of a story). Contains an annotated bibliography of trade books.

Rhodes, Lynn K.; Dudley-Marling, Curt. "Readers and Writers with a Difference: A Holistic Approach to Teaching Learning Disabled and Remedial Students." 1988. 329p. [ED 293 117]

Discusses topics including: learning disabled and remedial students; a holistic theory of reading and writing development; an observational approach to reading and writing assessment; and the problem of writing meaningful goals and objectives from a holistic perspective. Provides a large number of instructional strategies in chapters entitled "Planning Instruction"; "Prereading Instruction"; "In-Process Reading Instruction"; "Post-Reading Instruction"; "Composition: Choices and Instruction"; and "Transcription: Choices and Instruction." Encourages teachers to surround students with print and encourage the discovery by students that reading and writing are meaningful, purposeful, and personally worthwhile. Presents a discussion of collaboration on a literacy program with parents, teachers, and administrators; and includes an extensive list of predictable trade books for students.

Stewig, John Warren, Ed.; Sebesta, Sam Leaton, Ed. "Using Literature in the Elementary Classroom. Revised and Enlarged Edition." 1989. 144p. [ED 308 542]

Focuses on the wealth of language learning possibilities that open up when teachers surround students with attractive and well-written books and know how to use them in imaginative ways. Reflects the current movement in elementary education toward student-centered teaching and integrating the language arts. Contains: (1) "Reading to Learn about the Nature of Language" (A. Barbara Pilon); (2) "Using Picture Books for Reading Vocabulary Development" (Alden J. Moe); (3) "The Tradebook as an Instructional Tool: Strategies in Approaching Literature" (Helen Felsenthal); (4) "Book Illustration: Key to Visual and Oral Literacy" (John Warren Stewig); (5) "Reading Leads to Writing" (Richard G. Kolczynski); (6) "Creative Drama and Story Comprehension" (Mary Jett-Simpson); and (7) "Literature across the Curriculum" (Sam Leaton Sebesta).

Whyte, Sarah. "Whole Language Using Big Books." 1988. 73p. [ED 298 479]

Discusses thematic units designed around Wright Company Big Books, and demonstrates ways that Big Books can be used in a whole language first-grade program. Presents lessons which indicate skill focus, needed materials, procedures, and additional thoughts or suggestions about the lesson. Includes units which consist of: "Bedtime" (five lessons); "Monsters and Giants" (five lessons); "Valentine's Day" (one lesson); "Houses" (two lessons); "Our Town" (four lessons); "Our Family" (four lessons); "Me" (one lesson); "Me (Feelings)" (three lessons); "Me (Helping)" (one lesson); and a discussion about using African folk tales in the classroom. Contains a list of themes and Wright Books used; a thematic listing of poems/songs and their authors; a list of nursery rhymes for use in whole language activities; a thematic listing of trade books and their authors; possible big book material; a whole language and writing bibliography; and a teacher resource bibliography.

Literature-Based Reading Programs

Henke, Linda. "Beyond Basal Reading: A District's Commitment to Change," *New Advocate*, v1 n1 p42-51 1988.

Describes how the district committee of the West Des Moines Schools (Iowa) changed its reading program. Explains how the role of a basal was redefined, how trade books were incorporated, how the program encouraged independent reading, and how writing was given a major role in reading class.

Richek, Margaret Ann; McTague, Becky K. "The 'Curious George' Strategy for Students with Reading Problems," *Reading Teacher*, v42 n3 p220-26 Dec 1988.

Describes and evaluates a remedial reading strategy—assisted reading—which uses a motivating series of popular children's books to improve the performance of remedial readers.

Tunnell, Michael O.; Jacobs, James S. "Using 'Real' Books: Research Findings on Literature Based Reading Instruction," *Reading Teacher*, v42 n7 p470-77 Mar 1989.

Reviews several studies which support the success of a literature-based approach to literacy with various types of students (limited English speakers, developmental readers, remedial readers, etc.). Describes several common elements found in different literature-based programs, including the use of natural text, reading aloud, and sustained silent reading.

Teacher Education

Duquette, Ray. "Videotape Review: 'Showing Teachers How'," *Journal of Reading Education*, v14 n1 p43-45 Fall 1988.

Reviews "Showing Teachers How," a series of 12 videotapes released in 1986 and 1987 dealing with (1) reading instruction using the whole language approach in the elementary school; (2) social studies instruction using trade books; (3) writing instruction; and (4) discussion strategies for current events.

Frager, Alaan. "Conquering A Literacy in Teacher Education," *Journal of Teacher Education*, v38 n6 p16-19 Nov-Dec 1987.

Considers preservice teachers' needs as readers during the development of a program intended to motivate these teachers to spend part of their summer reading education trade books, resulting in a marked increase in the number of trade books and books in general the teachers read.

Hepler, Susan. "A Guide for the Teacher Guides: Doing It Yourself," *New Advocate*, v1 n3 p186-95 Sum 1988.

Notes the plethora of guides to trade books for classroom use. Suggests what a good guide should do, and presents a guide to help teachers write and edit their own.

Silvey, Anita. "Editorial: The Basalization of Trade Books," *Horn Book Magazine*, p549-50 Sep-Oct 1989.

Discusses the trend towards voluminous study guides with work sheets and drills for children's books, subjecting great literature to the practices of basal reading textbooks and discouraging children from reading. Urges teachers to trust the book to do its own teaching and to learn to get out of the way.

General Interest Bibliographies

"Children's Choices for 1990," *Reading Teacher*, v44 n2 p131-41 Oct 1990.

Presents brief annotations of the 111 books chosen by elementary students. Groups the books by general reading levels: all ages, younger readers, middle grades, and older readers. Identifies 27 titles that are especially popular in beginning independent reading. Continues an annual tradition of a series of book lists that first appeared in the November 1975 issue of *The Reading Teacher*.

Stahlschmidt, Agnes D. "Teaching with Trade Books, K-8: Library Resource Materials for Teachers and Students." Portions of this paper presented at the Annual Spring Conference of the National Council of Teachers of English, 1989. 9p. [ED 305 654]

Contains 54 annotations of library resource materials in the following areas: (1) "Locating Titles on a Theme/Literary Genre"; (2) "Identifying Titles for Reading Aloud"; (3) "Learning to Express Yourself: Puppetry, Reader's Theater, Storytelling"; (4) "Locating Information about Authors and Illustrators"; (5) "Using Literature in the Classroom: Resources for the Professional Collection"; and (6) "Just for Fun: Literature Activities." Includes a list of addresses of publishers/distributors.

"Teachers' Choices for 1990," *Reading Teacher*, v44 n3 p329-36 Nov 1990.

Identifies outstanding trade books published for children and adolescents that teachers find exceptional in curriculum use. Groups books into primary (K-2), intermediate (3-5), and advanced (6-8) levels.

"1990 Young Adults' Choices," *Journal of Reading*, v34 n2 p203-09 Nov 1990.

Presents brief annotations of the 29 books chosen most often by middle, junior high, and senior high school students. Includes novels dealing with alcoholism, drunk drivers, and equal access to activities and sports for girls. Continues an annual list of books begun in 1987.

Focused Access to Selected Topics No. 51
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Self-Concept in Elementary School Reading Programs

by Judith A. Frank

Research in elementary reading has determined that many influences affect the reading process. One of the more important of these is self-concept. While most children come to school with the common expectation that they will learn to read, some children have already labeled themselves failures, and this perception may create a self-fulfilling prophecy. "Not only does self-concept interfere with learning to read but the resulting reading disability leads to an even poorer self-concept." (Quandt and Selznick, 1984). Learning to read forms one of the first measures of school success. Failure on this measure may damage an individual's perception of self as a learner and ultimately influence the amount of education the individual pursues, thus affecting other achievements in the individual's life.

This *FAST Bib* focuses on the interaction between elementary reading programs and self-concept. Following an overview section, research on reading programs and self-concept is addressed. The final section deals with the importance of self-concept and teaching reading to students of other cultures.

Overview

Briggs, L.D. "A Poor Attitude: A Deterrent to Reading Improvement," *Reading Horizons*, v27 n3 p202-08 Apr 1987.

Discusses attitude development, symptoms of poor reading attitudes, and ways to remediate poor attitudes.

Burroughs, Sue. "Individualized Reading and Failure: 'Who's Got His Blue Ribbon?'" *Early Child Development and Care*, v22 n4 p295-302 Dec 1985.

Describes various issues surrounding the inability of individualized reading to improve poor readers' ability at the elementary level. Suggested reasons for failure include school environment, peer pressure, self-concept, and individual reading difficulties.

Cook, Christine K. "Self-Concept and the Disabled Reader: An Annotated Bibliography." Exit Project, Indiana University at South Bend. 1988. 43p. [ED 298 440]

Examines research findings on the relationship between reading achievement and self-concept in elementary students. Intended to be of help to teachers who deal with students having problems in reading.

Gaskins, Irene W. "A Writing Program for Poor Readers and Writers and the Rest of the Class, Too," *Language Arts*, v59 n8 p854-61 Nov-Dec 1982.

Describes how elementary school teachers encouraged poor readers and writers by having the entire class keep journals on topics of their choice and expertise. Discusses a three-step process approach to writing instruction using this technique.

Kincheloe, Teresa-Scott. "Building Self-Concept in Reading Instruction," *Curriculum Review*, v25 n1 p51-53 Sept-Oct 1985.

Stresses student self-concept as a crucial ingredient to independent reading success. Discusses ways teachers can display respect for learners and thus increase reading ability.

Meredith, Kurt; Steele, Jeannie. "The Troubled Reader: Access to Intervention for the School Psychologist," Iowa State Department of Public Instruction, Des Moines, Iowa. School Psychological Services, 1985. 69p. [ED 266 562]

Suggests guidelines for school psychologists who intervene with troubled readers. Reviews the reading process and characteristics of students with poor reading skills and their effect on self-concept. Addresses diagnostic assessment, remediation, student-classroom interaction, and teacher feedback.

Quandt, Ivan; Selznick, Richard. *Self-Concept and Reading*. Second Edition. International Reading Association, Newark, Del, 1984. 36p. [ED 249 468]

Examines research-based thinking concerning the relationships that exist between reading and self-concept. Describes practical applications of these ideas so that teachers can use them in the classroom. Lists several self-concept measures.

Smith, Laura J. "Ethnographic Theory and Methodology in Reading Research." Paper presented at the Annual Meeting of the International Reading Association, 1982. 35p. [ED 222 862]

Suggests ethnographic research has the potential to supplement, or possibly replace, quantitative experimental research in education. Asserts that the traditional research design fails to tap self-concept, value systems, purpose of and attitude toward reading, teacher's personality, teaching skills, and individual differences. Notes that this new, more holistic design includes participant observation, informal interviews, and video tape analysis showing the potential for providing answers to complex reading problems.

Winograd, Peter; Niquette, Garland. "Assessing Learned Helplessness in Poor Readers," *Topics in Language Disorders*, v8 n3 p38-55 Jun 1988.

Reviews how feelings of helplessness can impact on learning to read. Guidelines for dealing with learned helplessness are provided.

Research on Reading Programs and Self-Concept

Chall, Jeanne; Snow, Catherine. "Families and Literacy: The Contribution of Out-of-School Experiences to Children's Acquisition of Literacy. Final Report." Harvard University, Cambridge, Mass. Graduate School of Education, 1982. 681p. [ED 234 345]

Addresses the question of why some children manage to continue through later stages of literacy acquisition while others are unable to meet the challenges presented by fourth and fifth grade reading tasks. Finds that reading comprehension was influenced by the positive self-concept that develops in an emotionally secure home.

Clawson, Kenneth; Paterno, JoAnna. "Inferred Self-Concept as Learner as It Relates to Reading Achievement and Gender: Kindergarten and First Grade Students." Paper presented at the Annual Conference of the Mid-South Educational Research Association, Mobile, AL 1987. 21p. [ED 293 087]

Investigates the differences in inferred student self-concept scores of high and low reading achievers, and examines the relation between self-concept and reading achievement by gender. Finds that more females had higher self-concepts as learners and were also high reading achievers; however, both males and females who had low self-concepts as learners were low reading achievers.

Eder, Donna. "Ability Grouping and Student's Self-Concepts: A Case Study," *Elementary School Journal*, v84 n2 p149-61 Nov 1983.

Examines the degree to which first grade students engaged in within-group and across-group comparisons were aware of differences; and the relation between teacher praise, students' group levels, and academic performance.

Felmlee, Diane; Eder, Donna. "Contextual Effects in the Classroom: The Impact of Ability Groups on Student Attention," *Sociology of Education*, v56 n2 p77-87 Apr 1983.

Assesses data gathered from videotaped lessons of first-grade reading groups. Suggests assignment to low-ability group has a strong negative effect on student attentiveness and attitude. These classroom factors shape student behavior.

Herry, Yves. "Relationship between Achievement in Reading/and Self-Concept Relation to Reading." Paper presented at the Annual Meeting of the American Psychological Association, 1987. 10p. [ED 292 066]

Assesses the relation between self-concept and reading performance of school children in grades three and four. Finds a significant difference among reading ability groups with respect to their self-concepts relating to reading.

Marklund, Inger, Ed.; Hanse, Mona-Britt, Ed. "Learning to Read. Project No. 2239," *School Research Newsletter*, 1984. 16p. [ED 248 494]

Reviews studies in Sweden that have shown linguistic awareness is an important pre-requisite in learning to read. Reveals a connection between self-image and reading since students who had overcome reading problems by grade six displayed positive self-concept development.

McPherson, Carolyn; Rust, James O. "Relationships among Popularity, Reading Ability, and Self-Concept in Second-Grade Children," *Reading Improvement*, v24 n4 p289-92 Win 1987.

Analyzes relationships among popularity, reading, and self-concept in 79 second-grade students. Finds that high-socioeconomic status students were more popular than low-SES students, and that unpopularity correlated significantly with reading ability, self-concept, and SES.

Nachman, Leah B. "Improving Reading Comprehension of Intermediate Grade Children," Practicum, Nova University, 1987. 67p. [ED 291 058]

Describes a program designed for students attending compensatory education classes. Specific goals were to improve students' knowledge of reading strategies, their attitudes toward reading, their self-perceived ability in reading, and their grades in reading comprehension. Finds that students made gains for each objective that was measured.

Thomas, Louise. "Readers' Metacognition and Comprehension: Are They Related?" 1964. 6p. [ED 252 815]

Investigates the relation among sixth-grade students' reading attitudes, awareness of certain parameters of reading, and their performance on the Iowa Test of Basic Skills reading comprehension test. Finds a significant correlation between scores on the attitude awareness inventory and the ITBS, confirming: (1) the relation between the defined components of reading schemata (attitude, knowledge, and self-concept); and (2) differences in the way good and poor readers perceive the reading task. Finds poor readers were relatively unaware of reading as a search for meaning.

Reading Programs and Other Cultures

Eisenberg, Theodore; and others. "The Effect at Different Grade Levels of One and Two Years of Tutoring," Research Tutorial Project. 1983. 93p. [ED 235 000]

Discusses the effects of tutoring socially disadvantaged Israeli children. Concludes that tutored children in grade six made greater gains in math but children in lower grades made the greatest gains in reading. Finds that tutoring did not change the students' acceptance by peer groups or social self-concepts.

Hayes, Curtis W.; and others. "To Read You Must Write: Children in Language Acquisition." Paper presented at the International Conference on Second/Foreign Language Acquisition by Children: Theoretical Aspects and Practical Applications, 1985. 23p. [ED 257 313]

Reports on study using journal writing to improve migrant Mexican-Americans' academic self-concept and reading. Finds that this individualized technique was instrumental in developing positive self-concept as well as reading and writing fluency.

Layton, Kent. "The Application of Weikart's Theories in Teaching Non-English Speaking Students How to Read." Paper presented at the Annual Meeting of the International Reading Association. 1982. 12p. [ED 219 743]

Describes how the frustration felt by students learning to speak, read, listen, and write in a new language may harm their success and self-concept. Recommends teachers use methods that make use of the students' non-verbal abilities, learning styles, and verbal concepts in their native languages to help them gain proficiency in English.

Parsons, Adelaide H. "Self-Concept and Reading Achievement in the Bilingual Setting," *NABE: The Journal for the National Association for Bilingual Education*, v8 n1 p29-40 Fall 1983.

Examines relationships among self-concept, biliteracy, and type of reading and language instruction received by 51 second-grade students in a bilingual setting. Supports the position that accepting self-concept as a component in curricular goals frees teachers and students to pursue creativity and develop potential.

Reyhner, Jon (Ed.) *Teaching the Indian Child. A Bilingual/Multicultural Approach*. Second Edition. Eastern Montana College, Billings. School of Education. 1988. 331p. [ED 301 372]

Emphasizes the importance of teachers understanding the cultural background of the students they teach. Discusses the role of parents and teachers, and theories about self-efficacy as a means of empowering Indian students.

Sims, Rudine. "Strong Black Girls: A Ten Year Old Responds to Fiction about Afro-Americans," *Journal of Research and Development in Education*, v16 n3 p21-28 Spr 1983.

Reports the difficulty of obtaining books about strong, active Afro-American girls and the need for studies to show the impact of culturally valid books for young readers.

Focused Access to Selected Topics No. 49
a FAST Bib by the
Clearinghouse on Reading and Communication Skills

Reading Aloud to Students

by Jerry Johns and Joelle Schlesinger

Recent research in reading has shown how important it is to read aloud to students. This *FAST Bib* explores some of the research and ways to use this knowledge in the classroom. Parent support and involvement is also extremely important so a section is devoted entirely to helping parents get involved. The major sections of this bibliography are Overview, Applications for the Classroom, Importance of Parents, Book Recommendations, and Research. Abstracts of some items have been abbreviated to allow for the inclusion of additional citations.

Overview

Dwyer, Edward J.; Isbell, Rebecca J. "The Lively Art of Reading Aloud to Children." Paper presented at the Annual Meeting of the Tennessee State Council of the International Reading Association, 1988. 7p. [ED 300 767]

Describes why reading aloud is an essential part of the classroom instructional program, along with direct instruction and sustained silent reading or book contact, and should not be slighted despite the numerous time demands from other sources. Notes that reading aloud to students provides opportunities for introducing students to good literature and encourages language development.

Haney, Dorothy. "Reading Aloud to Others: Factors Contributing to Its Value and Effectiveness in the Classroom." 1988. 44p. [ED 298 438]

Reviews the research on the value of reading aloud to students, the benefits of incorporating literature into the classroom, effective behaviors of parents and teachers, and creative ways of incorporating these techniques to create better and more interested readers. Provides information designed to be informative to teachers, parents, and administrators. Concludes that research indicates reading aloud is a valuable activity both in terms of instructional value and in developing positive reading attitudes.

Lockledge, Ann; Matheny, Constance. "Looking toward the Family: Case Studies of Lifelong Readers." Paper presented at the Annual Meeting of the International Reading Association, 1987. 24p. [ED 283 140]

Investigates the assumption that the impetus for lifelong enjoyment of reading most often occurs in the home before children enter school. Results indicate that parents who enjoy reading and encourage it produce families that enjoy reading. Provides information that may cause teachers to pause and reevaluate decisions regarding what will predispose students to enjoy reading. Argues that if high school students are taught how to effectively select children's literature and how to read aloud, schools could influence the next generation of parents and increase the number of new lifelong readers for pleasure.

Nistler, Robert J. "Reading Aloud as a Contributor to a Child's Concept of Story." Paper presented at the Annual Meeting of the National Council of Teachers of English, 1987. 11p. [ED 291 071]

Summarizes the specific benefits of reading aloud to students. Notes that when students listen to stories being read aloud they become aware of story components, can recognize plot, character, and theme, and they learn that a story involves one or more characters who must face and resolve a conflict. Points out that these story elements helps students in reading comprehension. Cites studies indicating that during storytime the language of teachers is purposeful and helps students arrive at some level of text understanding. Finds that teachers pose thoughtful questions, model their own thinking, and show spontaneous appreciation for stories.

Application for Classroom

"The Classroom Reading Teacher: Practical Teaching Ideas, Clip Sheet, and Questions and Answers," *Reading Teacher*, v41 n8 p857-71 Apr 1988.

Summarizes various authors who provide a wide range of instructional suggestions, including hints for parents on how to read aloud to older children, a story web prewriting technique, a lesson on similes, a description of a series of books designed to develop literacy in natural ways, and advice on using the question-answer relationship procedure and basal readers.

Alvermann, Donna E.; Olson, James R. "Discussing Read-Aloud Fiction: One Approach for Motivating Critical Thinking," *Reading Horizons,* v28 n4 p235-41 Sum 1988.

Describes one teacher's reading aloud a Paula Danziger novel to motivate a group of adolescents to think and respond critically to read-aloud fiction. Includes examples of discussion strategies used to help students judge word play, recognize different points of view, and evaluate the author's ability to relate to her audience.

Fox, Carol; Sauer, Margery. "Celebrate Literature! A Spiraling Curriculum for Grades K-6." 1988. 15p. [ED 297 265]

Presents a multi-volume articulated literature curriculum for grades K-6. Describes how, by building upon established practices of reading aloud to children, the curriculum offers teachers information about genre, books, authors, and illustrators and provides a structure for using children's literature in the classroom. Describes seven guides that form a spiraling curriculum designed to teach students to understand, evaluate and appreciate literature, and achieve these goals: (1) to introduce children to their literary heritage; (2) to encourage children to read for pleasure and knowledge; (3) to provide children with knowledge of literary elements and structure; (4) to allow for creative response to literature; (5) to develop children's ability to evaluate literature; and (6) to develop independent readers and learners.

Levesque, Jeri. "ELVES: A Read-Aloud Strategy to Develop Listening Comprehension (In the Classroom)," *Reading Teacher,* v43 n1 p93-94 Oct 1989.

Describes ELVES (Excite, Listen, Visualize, Extend, Savor), a read-aloud strategy designed to develop listening comprehension and maintain elementary school students' initial excitement about reading.

Markle, Aldeen B. "Developing Critical Thinking Skills through Literature," *School Library Media Quarterly,* v16 n1 p43-44 Fall 1987.

Discusses the value of literature and reading aloud in developing critical thinking skills and suggests several books to supplement the basal textbook.

Sullivan, Joanna. "Read Aloud Sessions: Tackling Sensitive Issues through Literature," *Reading Teacher,* v40 n9 p874-78 May 1987.

Explains how read-aloud sessions can be developed in ways that help children deal with common concerns and provides an example.

Importance of Parent Involvement

Clary, Linda Mixon. "Parents Teach Reading, Too." 1989. 7p. [ED 310 359]

Tells why parents and teachers need to be involved in teaching children to read and to enjoy reading. Describes three planks in a platform that will help all parents become involved in their children's learning to read: 1) parents must set the example; 2) they must follow up on reading by helping youngsters to write and bind their own books, taping excerpts of youngsters reading favorite parts of books, creating book character "parades," and watching TV shows about books; and 3) parents must find out about the instructional program at the child's school. Concludes that by reading to their youngsters, reacting with them to books, and overseeing school programs parents can teach their children to read and to enjoy reading.

Daly, Nancy Jo; and others. "Clues about Reading Enrichment." 1987. 36p. [ED 288 186]

Describes an illustrated guide that provides tips, suggestions, and activities that parents can follow at home to help their children read. Notes that regularly reading aloud to and with children is an important way for parents to help improve children's reading, writing, and thinking skills, and at the same time to enhance the parent-child bond.

Demos, Elene S. "Parents: An Untapped Resource," *Reading Horizons,* v28 n1 p34-38 Fall 1987.

Focuses upon parental involvement in reading and examines research and activities that can be beneficial at home and at school.

"Help Your Child Become a Good Reader." 1987. 5p. [ED 278 954]

Focuses on reinforcing students' reading skills at home. Emphasizes that parents should read aloud to children, talk to them about their experiences, take them places, limit their television-watching, and take an interest in their reading progress. Contends that success and interest in reading depends largely on whether: 1) children acquire knowledge at home; 2) parents converse with them; 3) parents encourage children to talk about their feelings; and 4) whether parents read aloud to them. Provides fifteen ideas for promoting reading.

Book Recommendations

Michener, Darlene M. "Test Your Reading Aloud IQ," *Reading Teacher*, v42 n2 p118-22 Nov 1988.

Discusses the importance of reading aloud to young children. Suggests several books for reading aloud at the elementary level.

Silvey, Anita. "I Have Come Home To Tell You the Truth." 1988. 19p. [ED 300 759]

Reflects on the experiences of the Horn Book Magazine's editor-in-chief during the 20 years following her graduation from Indiana University. Provides ten qualities which are important in selecting books to read aloud to children: (1) strong plot lines; (2) characters with whom children can identify; (3) characters who must make a moral choice; (4) ambiguity about what is happening in the plot or to a character; (5) books that tie into something other than the reading curriculum; and (6) books easily adapted for writing exercises. Contains a list of the speaker's 25 favorite books for K-8.

Smith, Nancy J.; and others. "Making the Literate Environment Equitable," *Reading Teacher*, v40 n4 p400-07 Jan 1987.

Surveys 254 teachers in Texas and Kansas to determine their favorite books for reading aloud to children. Shows that their preferences included twice as many male protagonists as female and that these males were portrayed more positively than the females.

"Stories to Be Read Aloud (Booksearch)," *English Journal*, v78 n2 p87-90 Feb 1989.

Presents junior and senior high school teachers' suggestions for short stories to read aloud in a single class period, including "The Laughing Man" (J.D. Salinger), "A & P" (John Updike), "Epicac" (Kurt Vonnegut), "The Story of an Hour" (Kate Chopin), and "The Yellow Wallpaper" (Charlotte Perkins Gilman).

"Read-Aloud Books: An Annotated Bibliography, Grades 4-8." 1987. 36p. [ED 300 762]

Presents books for reading aloud to children in grades 4-8. Provides 140 entries, listed alphabetically by author, that provides the author's name, title, publisher, sequels or related books, a brief annotation about the plot, and grade level.

"Booksearch: Recent Novels Used for Common Reading," *English Journal*, v77 n1 p72-78 Jan 1988.

Presents 13 teachers' suggestions for recent novels to use for common reading or classroom teaching at various grade levels.

Research

Craddock, Sonja; Halpren, Honey. "Developmental Listening in a Whole Language Classroom," *Canadian Journal of English Language Arts*, v11 n1 p19-23 1988.

Explains the difference between a reading aloud to children program designed to motivate children to read, and a developmental listening program which provides a focus for listening in a whole language environment and requires response and evaluation.

Herzing, Michelle. "Children's Literature in Secondary School," *Journal of Reading*, v32 n7 p650-51 Apr 1989.

Argues that children's literature has a place in the remedial secondary school reading class. Relates the positive reaction of seventh grade students to having "Jack and the Beantree" read to them.

Iarusso, Marilyn Berg. "How to Promote the Love of Reading," *Catholic Library World*, v60 n5 p212-18 Mar-Apr 1989.

Summarizes current research on teaching children to love reading, and identifies techniques that can be used by parents, teachers and librarians to foster this attitude. Discusses the value of reading aloud to children, selecting children's books, the different interests of boys and girls, and reading to develop values.

Matthews, Charles E. "Lap Reading for Teenagers," *Journal of Reading*, v30 n5 p410-13 Feb 1987.

Argues that reading aloud to teenagers can provide some of the same benefits that lap reading gives to younger children.

Radecki, Kay K. "An Annotated Bibliography of the Literature Examining the Importance of Adults Reading Aloud to Children." 1987. 67p. [ED 296 274]

Documents the change in attitudes toward adults' (parents and teachers) reading aloud to children since the late 1950s to determine if the practice is strongly correlated to early fluency for young readers.

Focused Access to Selected Topics No. 42
a FAST Bib by the
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Reading-Writing Relationships

by Jerry Johns and Roberta L. Berglund

Literacy research and instruction is becoming more focused on connections between reading and writing. This *FAST Bib*, based on entries to the ERIC database, contains selected references from 1985 to 1989. The bibliography is organized into four sections: (1) Overview, (2) Research, (3) Integrating Language Arts, and (4) Classroom Applications. The entries in these sections should help teachers understand the relationships between reading and writing and identifying ideas for implementation into classrooms.

Overview

Braun, Carl. "Facilitating Connecting Links between Reading and Writing." 1986. 27p. [ED 278 941]

Emphasizes the learning process and involves demonstrations of learning by the teacher. Suggests that the following classroom strategies can be employed to help students make reading/writing connections: (1) teacher-student conferences, which allow teachers to gain insight into their students' interests and needs while sharing insights about the learning process and stimulating further engagement; (2) group talk, such as a listening response or a discussion of a text; (3) group cloze procedures that emphasize semantic mapping, which represents visually the link between spoken and written texts.

Brooks, Gerry H. "Exploring the World through Reading and Writing," *Language Arts*, v65 n3 p245-53 Mar 1988.

Supports the argument that reading and writing ought to be taught together, and seeks to persuade the reluctant teacher by giving reasons for interweaving composition and literature seamlessly.

Corcoran, Bill; Evans, Emrys, Eds. *Readers, Texts, Teachers*. 1987. 264p. [ED 279 012]

Focuses on the need to offer and encourage the experience of reading literature in elementary schools. Explicates the range of theory known as reader-response criticism. Argues its distinctive relevance to the needs of young, developing readers. Indicates how classroom practices might be changed to accommodate the insights offered by reader-response theories.

Funderburk, Carol. "A Review of Research in Children's Writing." 1986. 13p. [ED 280 063]

Sresses Piaget's postulate that cognitive development is linear—that children progress through stages of development whereby tasks are mastered at certain levels of cognitive understanding. Examines the stages of children's writing processes (prewriting, composing, revising), as well as language development, drawing, and reading.

Graves, Donald; Stuart, Virginia. *Write from the Start: Tapping Your Child's Natural Writing Ability*. 1985. 237p. [ED 265 569]

Shows what can happen when teachers and parents realize that every child can write. Tells the story of children who have discovered the joys of writing and of the parents and teachers who have helped them make that discovery.

Hansen, Jane. *When Writers Read*. 1987. 242p. [ED 282 226]

Focuses on encouraging students to take responsibility for their own learning and giving them a sense of control over their efforts. Explores how the response approach to writing instruction can be put to good use in teaching children to read.

Harp, Bill. "Why Are Your Kids Writing during Reading Time?" *Reading Teacher*, v41 n1 p88-89 Oct 1987.

Presents a hypothetical situation on an elementary school principal's concern for student's writing during reading time, and offers a possible teacher's response with information about the direct tie between writing and reading improvement.

Johnson, Terry D.; Louis, Daphne R. *Literacy through Literature*. Revised Edition. 1987. 160p. [ED 285 204]

Stresses the notion that children become literate by trying to read and write in a supportive atmosphere with interesting books, rather than being instructed in isolated language skills. Offers ideas for using children's literature and related activities as an alternative to basal readers to make learning language skills enjoyable for children.

Shanahan, Timothy. "The Reading-Writing Relationship: Seven Instructional Principles," *Reading Teacher,* v41 n7 p636-47 Mar 1988.

Proposes seven instructional principles based upon research on the reading-writing relationship, and suggests specific techniques for each principle.

Smith, DeWayne. "Reading. English Language Concept Paper Number 5," 1987. 13p. [ED 287 156]

Notes that both comprehension and decoding are used by effective readers and that both processes should be taught. Focuses on effective strategies for reading instruction. Includes a list of recommended comprehension instruction activities, such as correlating reading and writing, discussing key concepts and vocabulary, using semantic mapping, and providing students with objectives. Emphasizes the use of strategies for teaching word identification and comprehension to foster increased reading ability and a love of reading.

Sternglass, Marilyn S. "Instructional Implications of Three Conceptual Models of Reading/Writing Relationships," *English Quarterly,* v20 n3 p184-93 Fall 1987.

Notes that varying the conceptual models of the relationship between reading and writing processes as parallel, interactive, or transactional has influenced instructional practices.

Research

Jagger, Angela M.; and others. "Research Currents: The Influence of Reading on Children's Narrative Writing (and Vice Versa)," *Language Arts,* v63 n3 p292-300 Mar 1986.

Illustrates how all of the language arts are used by teachers and students to uncover the imaginative potential of language and their creative potential. Models ways of thinking about and investigating how instructional experiences affect learning.

Lewis, Janice. "Support for Reading and Writing as Shared Developmental Processes." Paper presented at the 18th Annual Meeting of the Western College Reading and Learning Association, 1985. 15p. [ED 254 826]

Studies the knowledge required and the thinking involved in both reading and writing. Presents theories that both reading and writing are meaningful composing processes, and that experience in one process has an impact on the other. Suggests that there are some benefits from teaching reading and writing together, provided instruction is given in both with the intent of building on their similarities.

Marino, Jacqueline L.; and others. "The Effects of Writing as a Prereading Activity on Delayed Recall of Narrative Text," *Elementary School Journal,* v86 n2 p199-205 Nov 1985.

Suggests a theoretical framework and a task-specific procedure for integrating reading and writing. Supports the notion of using writing as an orienting task prior to reading.

Pickens, Alex L. "Literacy Instruction," *Educational Perspectives,* v24 n1 p26 1986. [ED 285 156]

Presents five articles focusing on the creation of a literate society where people appreciate literature and can use reading to enrich their lives.

Whyte, Sarah S. "The Connection of Writing to Reading and Its Effect on Reading Comprehension." 1985. 28p. [ED 278 940]

Cites specific writing activities that enhance reading comprehension. States that reading and writing mutually affect learning; educators should teach reading and writing together within a contextual framework.

Integrating the Language Arts

Kane, Katharine A. "Integrating the Language Arts: Alternatives and Strategies." Paper presented at the 33rd Annual Meeting of the International Reading Association, 1988. 4p. [ED 294 161]

Proposes integrated language arts as tools for learning in all content areas. Notes that the core of this new curriculum is to help students make sense out of a piece of literature by moving into, through, and beyond a text.

Routman, Regie. *Transitions: From Literature to Literacy.* 1988. 352p. [ED 300 779]

Describes a successful literature-based program, and offers suggestions on how any elementary classroom can benefit from a transition from skill-oriented basal texts to literature-based whole language programs.

Scott, Diana; Piazza, Carolyn L. "Integrating Reading and Writing Lessons," *Reading Horizons,* v28 n1 p57-64 Fall 1987.

Describes a cooperative endeavor between university and public school professionals in integrating reading and writing lessons. Describes the Developmental Reading and Writing Lesson program's prereading/prewriting, guided silent reading and revising, skill development and editing, and independent follow-up activities.

Tway, Eileen. *Writing Is Reading: 26 Ways to Connect.* 1985. 56p. [ED 253 877]

Suggests integration of the skills of writing and reading at an early age. Discusses research concerning the cognitive processes and acquisition of reading and writing skills, and presents teaching methods and resources to help young children make the connection.

Wagner, Betty Jane. "ERIC/RCS Report: Integrating the Language Arts," *Language Arts,* v62 n5 p557-60 Sep 1985.

Reviews materials from the ERIC system and other sources on providing natural learning situations in which reading, writing, speaking, and listening can be developed together for real purposes and real audiences in the self-contained elementary classroom.

Classroom Applications

Balajthy, Ernest. "Process Writing in the Intermediate Grades: Magical Panacea or Oversold Cliche?" Paper presented at the Conference on Language and Literacy. 1986. 19p. [ED 275 004]

Describes the concepts underlying the "whole language approach," and then examines some of the problems facing intermediate-grade teachers as they teach the writing process in their classes. Outlines the developmental writing needs of intermediate-grade students, and how writing can aid in identity building.

"The Classroom Reading Teacher," *Reading Teacher,* v41 n4 p483-95 Jan 1988.

Describes various activities designed for use in the reading classroom, including (1) cooperative learning activities, (2) reading and writing activities, (3) ways to improve comprehension, and (4) ways to encourage independent reading.

Heller, Mary F. "Comprehending and Composing through Language Experience," *Reading Teacher,* v42 n2 p130-35 Nov 1988.

Describes a Language Experience Approach (LEA) dictation given by sixth-grade remedial readers, and discusses some weaknesses in using LEA to teach remedial reading. Explains how LEA can be modified to produce a more effective model for reading comprehension and writing instruction.

Holbrook, Hilary Taylor. "ERIC/RCS Report: Writing to Learn in the Social Studies," *Reading Teacher,* v41 n2 p216-19 Nov 1987.

Provides a rationale for content area writing, and suggests ways it can be used for social studies instruction.

Janiuk, Delores M.; Shanahan, Timothy. "Applying Adult Literacy Practices in Primary Grade Instruction," *Reading Teacher,* v41 n9 p880-86 May 1988.

Suggests that learning the reasons for and uses of literacy is important for beginning readers. Describes a series of activities, based on practices used in adult literacy programs, that were designed to make first graders aware of the reasons for reading and writing.

McVitty, Walter, ed.; and others. "Getting It Together: Organising the Reading-Writing Classroom," 1986. 130p. [ED 278 043]

Emphasizes the importance of developing a social classroom climate. Addresses the organization of the reading/writing classroom.

Newkirk, Thomas; Atwell, Nancie, eds. *Understanding Writing: Ways of Observing, Learning, and Teaching.* 1988, 312p. [ED 288 205]

Contains 30 articles written by teachers of elementary school students designed to provide insights into the way students learn to write and to encourage teachers to examine their own theories and perceptions of writing and writing instruction.

Norris, Janet A. "Using Communication Strategies to Enhance Reading Acquisition," *Reading Teacher,* v41 n7 p668-73 Mar 1988.

Presents a transcript exemplifying principles used with beginning readers who may be unable to learn to read from traditional reading instruction. Claims strategies which allow children to communicate through written language enable them to make important discoveries about reading without knowledge of phonics or other metalinguistic skills.

Oberlin, Kelly J.; Shugarman, Sherrie L. "Purposeful Writing Activities for Students in Middle School," *Journal of Reading,* v31 n8 p720-23 May 1988.

Suggests that writing helps reading comprehension only if the writer is aware of the relationship between reading and writing and if the writing is purposeful. Presents three purposeful writing activities.

Wong-Kam, Jo Ann; Au, Kathryn H. "Improving a 4th Grader's Reading and Writing: Three Principles," *Reading Teacher*, v41 n8 p768-72 Apr 1988.

Presents three principles for working with poor readers in the upper elementary grades: (1) bring the class together as a literate community, (2) integrate reading and writing instruction, and (3) provide instruction on specific skills.

Focused Access to Selected Topics No. 40
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Eye Movements and the Reading Process

by Susan M. Watts

Since the turn of the century, researchers have studied eye movements to increase their knowledge of the reading process. Early eye movement research focused on physiological characteristics of eye movements during reading, such as perceptual span, fixations, saccades, and regressions. Within the past twenty years, much of the early research has been replicated, and early findings have been confirmed with the use of highly sophisticated measurement devices; however, much eye movement research today is concerned with the cognitive processes behind reading. In such research, eye movements are considered to be a reflection of those higher mental processes.

This *FAST Bib* addresses recent trends in eye movement research. Sources cited reflect concern with the reading of continuous text as opposed to the identification of letters or words in isolation and, with the exception of the citation provided to give an overview, are divided into three sections: Perceptual Processes, Cognitive Processes, and Reading Disability and Dyslexia.

Overview

Rayner, Keith. "Eye Movements in Reading and Information Processing," *Psychological Bulletin*, v85 n3 p618-60 May 1978.

Presents a comprehensive review of studies of eye movements in reading and of other information processing skills such as picture viewing, visual search, and problem solving.

Perceptual Processes

Lefton, Lester A.; and others. "Eye Movement Dynamics of Good and Poor Readers: Then and Now," *Journal of Reading Behavior*, v11 n4 p319-28 Win 1979.

Assesses eye movements of good and poor readers—third graders, fifth graders, and adults. Finds that fifth-grade students who were poor readers had relatively unsystematic eye movements with more fixations of longer duration than did good readers (both fifth-grade students and adults).

McConkie, George W. "Eye Movement Monitoring in the Study of Silent Reading." Paper presented at the Annual Meeting of the American Educational Research Association, 1979. 9p. [ED 184 050]

Summarizes the conclusions reached by eye movement studies regarding fixation duration and the region of text read during a fixation. Discusses the advantages of using an eye movement monitor connected to a computer-controlled text display in eye movement research.

McConkie, George W. "Eye Movements and Perception during Reading." Center for the Study of Reading, Urbana, IL. 1982. 86p. [ED 215 306]

Reviews the research on the visual perceptual processes occurring as people are engaged in the act of reading. The issues that are examined include the control of eye movements, perception during a fixation, and perception across successive fixations.

McConkie, George W.; Rayner, Keith. "The Span of the Effective Stimulus during Fixations in Reading." Paper presented at the Annual Meeting of the American Educational Research Association, 1973. 12p. [ED 083 579]

Presents a study in which text displayed on a cathode ray tube was varied as to the number of characters shown (size of the window). Changes in window size produced a clear effect, with a reduction in size to thirteen characters resulting in less efficient eye movement patterns.

McConkie, George W.; and others. *Perceiving Words during Reading: Lack of Facilitation from Prior Peripheral Exposure. Technical Report No. 243.* Center for the Study of Reading, Urbana, IL 1982. 55p. [ED 217 400]

Reports the results of a study in which the eye movements of sixteen college students were monitored as they read short texts on a cathode ray tube. Finds that words were read only when directly fixated and that word identification was not facilitated by information obtained peripherally prior to the fixation.

Morrison, Robert E.; Inhoff, Albrecht-Werner. "Visual Factors and Eye Movements in Reading," *Visible Language*, v15 n2 p129-46 Spr 1981.

Discusses the effects of variations in the physical attributes of text on eye movement behavior and the effects of physical word cues processed in the reader's parafoveal vision.

Rayner, Keith. "Eye Movements and the Perceptual Span in Beginning and Skilled Readers," *Journal of Experimental Child Psychology*, v41 n2 p211-36 Apr 1986.

Reports four experiments comparing the perceptual span in second-, fourth-, and sixth-grade readers and skilled adult readers. Suggests that the size of the perceptual span is variable and is influenced by text difficulty. Concludes that the size of the perceptual span does not cause slow reading rates in beginning readers.

Wolverton, Gary S. "The Acquisition of Visual Information during Fixations and Saccades in Reading." Paper presented at the Annual Meeting of the American Educational Research Association, 1979. 17p. [ED 178 861]

Designs an experiment to identify the points at which information is acquired during reading. Finds that while little, if any, information is obtained during the saccade, visual information is being acquired throughout the fixation and the kind of information being acquired may change over the course of the fixation. Finds that eye movements respond to stimulus manipulations within the fixation as well.

Cognitive Processes

Alessi, Stephen M.; and others. "An Investigation of Lookbacks during Studying." *Technical Report No. 140.* Center for the Study of Reading, Urbana, IL 1979. 40p. [ED 177 494]

Investigates the effects of looking back at relevant sections of previously read text on comprehension. Finds that after reading 24 pages of text and inserted comprehension questions, answering in the lookback condition showed better comprehension of later information that was dependent upon the prerequisite information.

Blanchard, Harry E. "The Effects of Pronoun Processing on Information Utilization during Fixations in Reading." *Technical Report No. 405.* Center for the Study of Reading, Urbana, IL 1987. 17p. [ED 284 183]

Tests the hypothesis that the time it takes for information to be analyzed by a reader is sometimes delayed because the analysis of previously obtained information is not yet complete. Manipulates comprehension difficulty of text by varying the distance between a pronoun and its referent with the intent of delaying processing effects. Finds insufficient support for the hypothesis.

Blanchard, Harry E.; Iran-Nejad, Asghar. "Comprehension Processes and Eye Movement Patterns in the Reading of Surprise Ending Stories," *Discourse Processes*, v10 n1 p127-38 Jan-Mar 1987.

Examines the eye movement patterns of skilled adult readers when encountering a surprise ending to a story. Suggests that processing at the discourse level must be considered as an influence on the eye movement control system.

Carpenter, Patricia A. *Comprehension Processes in Reading, Final Report.* Carnegie-Mellon University, Pittsburgh, PA. 1980. 70p. [ED 198 479]

Conducts two studies examining short-term memory capacity and eye fixations as part of the reading comprehension process. Finds that readers made longer pauses at points of increased processing such as encoding infrequent words and making inferences.

Just, Marcel Adam; Carpenter, Patricia A. "A Theory of Reading: From Eye Fixations to Comprehension," *Psychological Review* v87 n4 p329-54 Jul 1980.

Presents a model of reading focusing on eye fixations as related to various levels of reading-words, clauses, and text units. Associates longer pauses with greater processing difficulty for a group of undergraduate students reading scientific articles.

McConkie, George W.; and others. *Some Temporal Characteristics of Processing during Reading. Technical Report No. 331.* Center for the Study of Reading, Urbana, IL. 1985. 65p. [ED 255 862]

Reports on an experiment that examined (1) whether letters that lie in the center of vision are used earlier in the fixation than letters further to the right, (2) how soon after a stimulus event can that event affect eye movement control, and, (3) how soon in a fixation can the presence of an orthographically inappropriate letter string be shown to influence eye movement decisions. Suggests that the response time of the eyes is shorter than is usually proposed in theories of visual processing, and that eye movement decisions are made later in the fixation than has often been assumed.

McConkie, George W.; and others. "What Is the Basis for Making an Eye Movement during Reading?" *Technical Report No. 287.* Center for the Study of Reading, Urbana, IL. 1983. 23p. [ED 234 374]

Investigates three hypotheses concerning the cognitive basis for making an eye movement during reading. Finds from review of the literature that the decision to move the eyes can be influenced by visual information acquired on the fixation which immediately precedes the movement, but processing of that information is not necessarily completed by the time the decision is made.

Pollatsek, Alexander; Rayner, Keith. "Eye Movement Control in Reading; The Role of Word Boundaries," *Journal of Experimental Psychology: Human Perception and Performance*, v8 n6 p817-33 Dec 1982.

Presents three experiments which investigate the functions of spaces between words in adult reading of text. Obtains results consistent with a two-process theory in which filling spaces in the papafoveal region disrupts guidance of the reader's next eye movement, and filling spaces in the foveal region disrupts processing of the fixated word as well.

Shebilske, Wayne L.; Fisher, Dennis F. "Eye Movements Reveal Components of Flexible Reading Strategies." Paper presented at the 30th Annual Meeting of the national Reading Conference, 1980. 16p. [ED 199 648]

Reports the results of a study of reading flexibility as monitored in two college graduates. Tests subjects after they have read an expository selection two times, and correlates eye movement patterns from the first reading with those from the second. Supports the notion that both macro and micro variations in eye movement patterns resulted from flexible reading strategies under voluntary control.

Zola, David. *The Effect of Redundancy on the Perception of Words in Reading. Technical Report No. 216.* Center for the Study of Reading, Urbana, IL. 1981. 116p. [ED 208 367]

Presents a detailed examination of twenty college students' eye movement patterns as they read a group of selected passages containing manipulations of word variables that involved interword redundancy and distorted spelling patterns. Supports the claim that language constraint does affect the manner in which information in text is processed during reading and suggests that certain aspects of visual detail have a high degree of cognitive prominence.

Zola, David. "The Effects of Context on the Visual Perception of Words on Reading." Paper presented at the Annual Meeting of the American Educational Research Association, 1979. 17p. [ED 184 075]

Presents observations of twenty college students reading video displays of texts to determine how readers fixate a word that is linguistically and contextually redundant and whether readers use less visual information when perceiving these highly redundant words. Finds very small differences between high and low redundancy conditions, raising doubts about the popular notion that interword context influences reading behavior.

Reading Disability and Dyslexia

Pavlidis, George Th. "Eye Movements in Dyslexia: Their Diagnostic Significance," *Journal of Learning Disabilities*, v18 n1 p42-50 Jan 1985.

Reviews the research suggesting that dyslexics' erratic eye movements are not simply a consequence of poor reading skills and that results of non-reading eye movement tasks demonstrate the influence of a brain malfunction. Reports that eye movement patterns and characteristics in the nonreading "lights" tests differentiated dyslexics from advanced, normal, and retarded readers.

Pavlidis, George Th. "How Can Dyslexia Be Objectively Diagnosed?" *Reading*, v13 n3 p3-15 Dec 1979.

Describes experiments showing that the eye movement patterns of dyslexic children differed from those of normal and backward readers during both a reading and a nonreading task. Discusses possible causes of dyslexia and ways of diagnosing it.

Rayner, Keith. "Eye Movements, Perceptual Span, and Reading Disability," *Annals of Dyslexia*, v33 p163-73 1983.

Reviews research on the perceptual span and control of eye movements during normal reading and on the nature of eye movements in dyslexia. States that eye movements, rather than being the cause of dyslexia, reflect underlying neurological problems.

Rayner, Keith. "The Role of Eye Movements in Learning to Read and Reading Disability, *Remedial and Special Education (RASE)*, v6 n6 p53-60 Nov-Dec 1985.

Discusses characteristics of eye movements during reading for skilled, beginning, and disabled readers. Argues that eye movements are not a cause of reading problems and that training children with reading problems to make smooth, efficient eye movements will not increase their reading ability.

Focused Access to Selected Topics No. 39
a FAST Bib by the
Clearinghouse on Reading and Communication Skills

Informal Reading Inventories

By Jerry Johns and Peggy VanLeirsburg

Informal reading inventories (IRIs) have been used for nearly half a century to help assess students' reading. Thus, the ERIC database contains numerous citations relating to IRIs. The citations in this *FAST Bib* were selected specifically to help professionals understand the history of, the uses of, and the issues surrounding IRIs. The major sections of this bibliography are: Overview, General Uses, Critiques and Issues, Validity and Reliability Research, and Special Populations. Abstracts for some of the items cited here have been abbreviated to allow for the inclusion of additional citations.

Overview

Demos, E. S. "Evaluation/Testing Procedures in Reading," *Reading Horizons*, v27 n4 p254-60 Sum 1987.

Discusses the evaluation and testing procedures schools use to evaluate and test reading achievement. Identifies three major categories of tests: achievement/survey, diagnostic, and IRIs.

Henk, William A. "Reading Assessments of the Future: Toward Precision Diagnosis," *Reading Teacher*, v40 n9 p860-70 May 1987.

Concludes that standard reading inventories may be made more useful by modifying them to assess the specific abilities and needs of disabled readers. Offers suggestions for making modifications.

Johns, Jerry L.; Lunn, Mary K. "The Informal Reading Inventory: 1910-1980," *Reading World*, v23 n1 p9-19 Oct 1983.

Traces the origin and development of the IRI and discusses its future as an assessment tool.

Johnson, Marjorie Seddon; and others. *Informal Reading Inventories*, second edition. Reading Aids Series, IRA Service Bulletin. International Reading Association, Newark, DE. 1987. 164p. [ED 277 993; for the first edition, see ED 072 437]

Presents a comprehensive description of the use of IRIs and provides teachers and reading specialists with practical strategies for forming diagnostic impressions that are useful for planning reading instruction. Argues that the best IRIs evaluate reading through procedures that are as close as possible to natural reading activities and that there should be a close fit between assessment and instructional materials.

Pumfrey, Peter D. *Reading: Tests and Assessment Techniques*, second edition. United Kingdom Reading Association Teaching of Reading Monograph Series. International Reading Association, Newark, DE. 1985. 354p. [ED 298 448]

Describes various types of reading tests and assessment techniques. Outlines a strategy for selecting instruments. Includes a chapter on IRIs and oral miscue analysis. Concludes with an annotated bibliography of recent publications on the identification and alleviation of reading difficulties.

Searls, Evelyn F. "What's the Value of an IRI? Is It Being Used?" *Reading Horizons*, v28 n2 p92-101 Win 1988.

Reports on a survey which indicates that classroom teachers rarely use the Informal Reading Inventory. Suggests that teacher trainers focus on other more efficient means of obtaining reading diagnosis.

Walter, Richard B. "History and Development of the Informal Reading Inventory." 1974. 18p. [ED 098 539]

Presents the history of the IRI and the problems of validity, reliability, and the selection of performance criteria. Discusses the value of IRIs for determining the instructional level of students. Concludes with selected literature that supports the contention that most teachers cannot be successful in using the IRIs without training in construction, administration, and interpretation of such an instrument.

General Uses

Bader, Lois A.; Wiesendanger, Katherine D. "Realizing the Potential of Informal Reading Inventories," *Journal of Reading*, v32 n5 p402-08 Feb 1989.

Discusses the use of IRIs in evaluating reading performance. Notes that although the IRI provides an in-depth evaluation of reading behavior, it should be used in conjunction with other information to assess reading ability.

Blanchard, Jay; Johns, Jerry. "Informal Reading Inventories—A Broader View," *Reading Psychology*, v7 n3 piii-vii 1986.

Concludes that IRIs can be useful, flexible assessment and instruction tools in the hands of knowledgeable teachers. Offers suggestions for their use.

Harris, Larry A.; Lalik, Rosary M. "Teachers' Use of Informal Reading Inventories: An Example of School Constraints," *Reading Teacher*, v40 n7 p624-30 Mar 1987.

Reports on what started out to be a survey of the use of IRIs by teachers that revealed the technique to be embedded in a complex environment. Concludes that the use of IRIs and other diagnostic methods can be limited when teachers do not have primary responsibility for making placement decisions.

Kress, Roy. "Some Caveats When Applying Two Trends in Diagnosis: Remedial Reading" ERIC Digest Number 6. ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN. 1988. 3p. [ED 297 303]

Examines the use of IRIs for student placement in reading groups and the use of computerized diagnosis and its limitations. Encourages careful use to minimize limitations.

Masztal, Nancy B.; Smith, Lawrence L. "Do Teachers Really Administer IRIs?" *Reading World*, v24 n1 p80-83 Oct 1984.

Concludes that most elementary school teachers surveyed were familiar with IRIs and knew how to administer them.

Critiques and Issues

Caldwell, JoAnne. "A New Look at the Old Informal Reading Inventory," *Reading Teacher*, v39 n2 p168-73 Nov 1985.

Indicates that the format and use of the IRIs need to be modified in order to address recent research findings of schema theory, text analysis, and metacognition.

Cardarelli, Aldo F. "The Influence of Reinspection on Students' IRI Results," *Reading Teacher*, v41 n7 p664-67 Mar 1988.

Claims that in the conventional administration of the IRI comprehension diagnosis is inordinately influenced by the reader's ability to recall information. Suggests that allowing reinspection by the reader restores recall to its proper function and may result in other advantages.

Duffelmeyer, Frederick A.; Duffelmeyer, Barbara Blakely. "Main Idea Questions on Informal Reading Inventories," *Reading Teacher*, v41 n2 p162-66 Nov 1987.

Considers whether comprehension questions that claim to assess students' skills in finding main ideas may in fact be measuring their knowledge of identifying the passage topic.

Gillis, M. K.; Olson, Mary W. "Elementary IRIs: Do They Reflect What We Know about Text Type/Structure and Comprehension?" *Reading Research and Instruction*, v27 n1 p36-44 Fall 1987.

Analyzes four IRIs to determine the text type of each passage, whether narrative passages are well formed, and whether expository passages are well organized. Finds almost half the narratives poorly formed. Concludes that the lack of continuity in text type and organization could result in students' comprehension scores being erratic and invalid.

Warren, Thomas S. "Informal Reading Inventories—A New Format." Paper presented at the 11th Annual Meeting of the Southeastern Regional Conference of the International Reading Association, 1985. 11p. [ED 269 740]

Discusses weaknesses in both published and teacher-made IRIs. Suggests using the Fry readability formula. Introduces teachers to a new format for published inventories.

Validity and Realiability Research

Anderson, Betty. "A Report on IRI Scoring and Interpretation." Paper presented at the 31st Annual Meeting of the International Reading Association, 1986. 12p. [ED 271 725]

Examines what oral reading accuracy level is most appropriate for the instructional level and whether repetitions should count as oral reading errors. Includes tables indicating word recognition accuracy at each level of an IRI and percentage of oral reading accuracy with and without repetitions.

Duffelmeyer, Frederick A.; Duffelmeyer, Barbara Blakely. "Are IRI Passages Suitable for Assessing Main Idea Comprehension?" *Reading Teacher*, v42 n6 p358-63 Feb 1989.

Discusses characteristics reading passages must have if they are to be used for main idea assessment. Analyzes each grade one to grade six passage on the Analytical Reading Inventory, Basic Reading Inventory, and Informal Reading Inventory, measuring suitability for use in main idea assessment. Finds many passages are unsuitable.

Fuchs, Lynn S.; and others. "The Validity of Informal Reading Comprehension Measures," *Remedial and Special Education (RASE)*, v9 n2 p20-28 Mar-Apr 1988.

Assesses the criterion, construct, and concurrent validity of four informal reading comprehension measures (question answering tests, recall measures, oral passage reading tests, and cloze techniques) with 70 mildly and moderately retarded middle and junior high school boys. Finds that correct oral reading rate score demonstrated the strongest criterion validity.

Helgren-Lempesis, Valerie A.; Mangrum, Charles T., II. "An Analysis of Alternate-Form Reliability of Three Commercially-Prepared Informal Reading Inventories," *Reading Research Quarterly*, v21 n2 p209-15 Spr 1986.

Examines the interclass and intraclass reliability of three published IRIs and their alternate forms and concludes that though acceptable, the reliabilities of the inventories suggest the need for cautious interpretation.

Homan, Susan P.; Klesius, Janell P. "A Re-Examination of the IRI: Word Recognition Criteria," *Reading Horizons*, v26 n1 p54-61 Fall 1985.

Confirms previous findings that the word recognition criterion for instructional reading level on IRIs should be set at about 95% for students reading at grade levels one through six.

Joels, Rosie Webb; Anderson, Betty. "Informal Reading Inventory Comprehension Questions: Are Classification Schemes Valid?" *Reading Horizons*, v28 n3 p178-83 Spr 1988.

Presents a study which examines elementary school students' performance on the JAT (Joels, Anderson, and Thompson) Reading Inventory, noting variable student performance on the different question types. Reports that the validity of the JAT as a diagnostic instrument is established.

Newcomer, Phyllis L. "A Comparison of Two Published Reading Inventories," *Remedial and Special Education (RASE)*, v6 n1 p31-36, Jan-Feb 1985.

Studies the extent to which two commercially published IRIs that identify the same instructional level when administered to 50 children in grades one through seven demonstrate a significant lack of congruence between the instruments, particularly at the intermediate grade levels.

Olson, Mary W.; Gillis, M. K. "Text Type and Text Structure: An Analysis of Three Secondary Informal Reading Inventories," *Reading Horizons*, v28 n1 p70-80 Fall 1987.

Suggests that IRIs should include both narrative and expository passages. Describes a study of several reading inventories indicating that some current secondary school IRIs have been constructed with some consistency of text types. No clear picture of text structure for the inventories was found.

Special Populations

Cheek, Earl H., Jr.; and others. "Informal Reading Assessment Strategies for Adult Readers," *Lifelong Learning*, v10 n7 p8-10, 25-26 May 1987.

Describes practical and readily accessible informal assessment strategies for evaluating adult readers. Includes (1) observation, (2) simplified reading inventories, (3) cloze procedures, (4) group reading inventories, (5) criterion-referenced tests, and (6) IRIs.

LaSasso, Carol; Swaiko, Nancy. "Considerations in Selecting and Using Commercially Prepared Informal Reading Inventories with Deaf Students," *American Annals of the Deaf*, v128 n4 p449-52 Aug 1983.

Offers guidelines for the selection and use of commercially prepared IRIs with deaf students. Modifications for deaf students pertain to: selection of the passage to begin testing, the criteria for oral and silent reading levels, and procedures for estimating students' reading potential levels.

Manning, Maryann; and others. "A Comparison among Measures of Reading Achievement with Low Income Black Third Grade Students." Paper presented at the 69th Annual Meeting of the American Educational Research Association, 1985. 26p. [ED 261 074]

Compares the results of different types of reading achievement measures for 58 low-income urban black third graders. Finds that correlations among all of the measures were moderate to high. Examination of teachers' judgments regarding reading book placement, as compared to test results, indicated that teachers underestimated students' reading ability and placements did not reflect test results.

Scales, Alice M. "Alternatives to Standardized Tests in Reading Education: Cognitive Styles and Informal

Measures," *Negro Educational Review,* v38 n2-3 pp99-106 Apr-Jul 1987.

Discusses students with various cognitive styles and their inability to perform well on standardized tests. Notes that impulsive and reflective style students seem to do better on informal tests. Suggests a combination of standardized and informal testing for making educational decisions.

Sullivan, Joanna. "Differences in the Oral Reading Performance of English and Spanish Speaking Pupils from the United States and Venezuela," *Journal of Research and Development in Education,* v19 n4 p68-73 Sum 1986.

Compares results of 90 pupils in grades one through three, half English-speaking and half Spanish-speaking, on IRIs administered in their respective countries. Determines by analysis of variance whether significant differences exist between decoding errors of pupils in both countries.

Focused Access to Selected Topics No. 30
a FAST Bib by the
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Reading Material Selection: K-12

by Ruth Eppele

This bibliography represents the diversity of articles added to the ERIC database from 1983 through 1988 on Reading Material Selection. Included are guidelines for selection of appropriate materials for various age groups; examples of various reading programs; conflicting opinions regarding censorship, bibliotherapy, and books for special needs populations.

Selection Guidelines

Bailey, Gerald D. "Guidelines for Improving the Textbook/Material Selection Process," *NASSP Bulletin*, v72 n506 p87-92 Mar 1988.

Offers nine suggestions to help build a leadership structure and a database for making appropriate textbook selections.

"Choose Science Books and Magazines," *PTA Today*, v12 n1 p20 Oct 1986.

Presents suggestions, directed to parents, for evaluating science books and magazines for children. Includes a brief annotated bibliography of several science periodicals.

Clayton, Victoria. "On the Cutting Edge: A Consideration of the Book Brain and Bookwhiz Databases," *Education Libraries*, v13 n1 p5-11 Win 1988.

Describes two interactive computer programs of adolescent literature that young readers can use to search for books they might enjoy reading. Discusses hardware and software requirements, database features, and search strategies.

Cullinan, Bernice E. "Books in the Classroom," *Horn Book Magazine*, v62 n2 p229-31 Mar-Apr 1986.

Emphasizes the importance of including good literature in elementary and secondary school curricula and the need to fight against watered down versions of texts.

Daly, Sally. "Happiness Is...Good Selection Techniques," *Catholic Library World*, v58 n5 p226-28, 231 Mar-Apr 1987.

Identifies resources to aid librarians in making material selections.

Garner, Imogen, comp.; and others. *Analyse and Select/Reject Information: Reading Strategies.* Booklet 3 in Inquiry Process Series. Western Australia Education Dept., Perth, Australia, 1986. 25p. [ED 285 587]

Assists teacher librarians in teaching students the information skills appropriate to stage three of the inquiry process, i.e., analyzing and selecting/rejecting information. Defines five skills necessary for students to deal effectively with information from a variety of sources. Presents strategies for skill application.

Gee, Thomas C.; Rakow, Steven J. "Content Reading Specialists Evaluate Teaching Practices," *Journal of Reading*, v31 n3 p234-37 Dec 1987.

Lists teaching practices that content teachers could incorporate into their teaching to help students learn from texts. Recommends: (1) multiple texts; (2) study guides; (3) teaching metacognitive strategies; and (4) direct instruction and modeling plus independence.

Glazer, Joan I. "Notable Children's Trade Books in the Language Arts: 1985," *Language Arts*, v64 n3 p331-32 Mar 1987. Thematic Issue: Evaluation of Language and Learning.

Lists books published for children in 1985 that are either unique in their language or style, deal explicitly with language, or invite child response or participation.

Instructional Materials Approved for Legal Compliance, 1987-88. California State Dept. of Education, Sacramento. Curriculum Framework and Instructional Materials Unit. Publications Sales, California State Department of Education, Sacramento, CA, 1987. 275p. [ED 288 645]

Lists instructional materials that were reviewed by a California Legal Compliance Committee using the social content requirements of the Educational Code concerning the depiction of males and females, ethnic groups, older persons, disabled persons, and others to ensure that the materials were responsive to social concerns. Includes publisher, title, International Standard

Book Number, copyright date, grade level, and Legal Compliance Committee termination date for all materials. Covers a broad range of subject areas from reading to math, references materials, sciences, art and music, computers, foreign languages, and many more.

McKenna, Michael C. "Using Micros to Find Fiction: Issues and Answers," *School Library Media Quarterly*, v15 n2 p92-95 Win 1987.

Describes Fiction Finder, a microcomputer program which retrieves children's fiction by subject, reading level, interest level, sex of protagonist, and length, and which provides a brief annotation for each book.

Schack, Gina D. "Experts in a Book: Using How-to Books to Teach the Methodologies of Practicing Professionals," *Roeper Review*, v10 n3 p147-50 Mar 1988.

Contains information about choosing, locating, and using how-to books, including an annotated bibliography of exemplary books in science, social science, research methodology, communication modes, and inventing and designing.

Suhor, Charles. *Two Problems in the Teaching of English*. ERIC Clearinghouse on Reading and Communication Skills, Urbana, IL, 1987. 29p. [ED 281 901]

Discusses how to teach grammar and how to select literature that should be included in the curriculum.

Suggested Reading Lists

Language Arts Curriculum. Idaho School District 241, Grangeville, ID, 1986. 169p. [ED 282 204]

Presents a kindergarten through grade 12 language arts curriculum. Provides a selective reading list for grades one through twelve.

Small, Robert C., Jr.; Kelly, Patricia P., Eds. "A Critical Look at Literature Worth Teaching," Virginia Association of Teachers of English. Virginia English Bulletin, v36 n2 Win 1986. 182p. [ED 284 201]

In order to help teachers identify works of literature that will remain vibrant parts of their students' lives and give them new insights into themselves, their friends, and their enemies, this journal contains articles suggesting works that the authors themselves found most meaningful. Includes book reviews relevant to this themed issue of the journal.

Stahlschmidt, Agnes D. "Teaching with Trade Books, K-8: Library Resource Materials for Teachers and Students." Portions of this paper presented at the Annual Spring Conference of the National Council of Teachers of English, 1989. [CS 211 778]

Bibliography comprised of 54 annotations of library resource materials on: "Locating Titles on a Theme/Literary Genre"; "Identifying Titles for Reading Aloud"; "Learning to Express Yourself: Puppetry, Readers' Theater, Storytelling"; "Locating Information about Authors and Illustrators"; "Using Literature in the Classroom: Resources for the Professional Collection"; and "Just for Fun: Literature Activities." Includes a list of addresses of publishers/distributors.

Stone, Michael. "Utopia and Lilli Stubeck," *Children's Literature in Education*, v18 n1 p20-33 1987.

Reviews and analyzes "The True Story of Lilli Stubeck" by James Aldridge, winner of the 1985 Australian Children's Book of the Year. Recommends the book for both young people and adults because it demonstrates two vital human concerns, the search for truth and the improvement of the human condition.

Sutherland, Zena. *The Best in Children's Books. The University of Chicago Guide to Children's Literature, 1979-1984*. University of Chicago Press, 5801 S. Ellis Ave., Chicago, IL 60637, 1986. ($35.00) 511p. [ED 273 991; paper copy not available from EDRS]

Contains short book reviews that have been previously published in the "Bulletin of the Center for Children's Books."

Reading Program Suggestions

Alfonso, Regina. "Modules for Teaching about Young People's Literature—Module 2: How Do the Elderly Fare in Children's Books?" *Journal of Reading*, v30 n3 p201-03 Dec 1986.

Provides a model for the evaluation of children's books in which old people are characters, that can also serve as a lesson aid for students. Lists 33 books for children that involve the elderly.

Alfonso, Regina. "Modules for Teaching about Young People's Literature—Module 4: Humor," *Journal of Reading*, v30 n5 p399-401 Feb 1987.

Describes a teaching unit that involves students in reading and analyzing elements of humor in young people's literature. Focuses on what makes quality humorous books funny as well as literary.

Carbo, Marie; and others. *Teaching Students to Read through Their Individual Learning Styles*. Prentice

Hall, Inc., Englewood Cliffs, NJ, 1986. 307p. [ED 281 171]

Describes effective reading programs that promote reading success and achievement for children at all reading levels. Includes "Selecting and Adapting Reading Materials to Match Individual Reading Styles"; "The Carbo Recorded Book Method: Matching Global/Visual Reading Styles"; and others. Appendixes contain a learning style inventory, a reading style inventory, and a list of publishers and suppliers of commercial reading materials. Concludes with extensive references and a bibliography.

Flack, Jerry D. "A New Look at a Valued Partnership: The Library Media Specialist and Gifted Students," *School Library Media Quarterly*, v14 n4 p174-79 Sum 1986.

Suggests that media specialists can assist gifted learners by teaching them research skills, including the evaluation of information resources and how to design and carry out a plan of study, and by introducing them to good literature. Describes several model programs for gifted students.

Grubaugh, Steven. "Initiating Sustained Silent Reading in Your School: Ask, 'What Can SSR Do for Them?'" *Clearing House*, v60 n4 p169-74 Dec 1986.

Discusses the effects of a sustained silent reading (SSR) program on school administrators, teachers, librarians, and the students. Offers suggestions on setting up an SSR program.

Reyhner, Jon, Ed. *Teaching the Indian Child: A Bilingual/Multicultural Approach*. Bilingual Education Program, Division of Elementary and Secondary Education, Eastern Montana College, Billings, MT, 1986. 289p. [ED 283 628]

Presents ideas about resources and methods especially appropriate for Indian students.

Sledge, Andrea C. "This Book Reminds Me of You: The Reader as Mentor," *Reading Horizons*, v26 n4 p241-46 Sum 1986.

Outlines a development process that turns a reader into a mentor, someone who can recommend books to others with a high percentage of satisfied readers. Examines the influence of peers, teachers, and other adults with respect to their ability to increase the quantity and quality of what children read.

Staley, Rebecca R.; Staley, Frederick A. *Using the Outdoors to Teach Language Arts*. ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, NM, 1988. 96p. [ED 294 705]

Presents a framework for using the outdoors as a vehicle for providing meaningful language arts experiences. Suggests ways of using children's literature in outdoor education and lists books and activities that could be used to study astronomy, American Indians, the desert, and environmental communications.

Summertime Favorites. National Endowment for the Humanities (NFAH), Office of Publications and Public Affairs, Washington, DC, 1988. 15p. [ED 292 080]

Compiled from the reading lists of 60 exemplary schools, this "summertime" reading list provides titles of tried-and-true works published in or before 1960 which appeared on at least five of the school reading lists. Selections are divided according to grade level.

Censorship

Gambell, Trevor J. *Teaching Literature K-12: A Canadian Perspective*. Canadian Council of Teachers of English, 1986. 195p. [ED 276 997]

Focuses on literature and the teaching of literature. Presents and discusses salient issues: reasons for teaching literature; the types, quality, and selection of literature; and literature and values. The second section deals with censorship in Canada; the third section treats four aspects of growth in response to literature; the fourth section discusses three aspects of the teaching of literature and includes a selected review of literature in Canadian curricula.

Gambell, Trevor J. "Censorship," *English Quarterly*, v19 n2 p108-19 Sum 1986.

Provides various definitions of censorship; describes a case of censorship in New Brunswick, Canada; explains what happens to materials that have been challenged; and provides a policy for dealing with challenged books and materials.

Kelly, Patricia P.; Small, Robert C., Jr., Eds. "Censorship or Selection?" Virginia Association of Teachers of English. *Virginia English Bulletin*, v36 n1 Spr 1986. 127p. [ED 268 586]

Explores the fine line between censorship (with an eye toward silencing ideas) and selection (with the recognition that just as literature can enlighten it can also degrade).

Small, Robert C., Jr. "Preparing the New English Teacher to Deal with Censorship or Will I Have to Face It Alone?" Paper presented at the 77th Annual Meeting of the National Council of Teachers of English, 1987. 16p. [ED 289 172]

Discusses three kinds of censorship pre-service English teachers can be expected to face, and suggests ways to prepare them to recognize and deal with anticipated problems.

Bibliotherapy and Special Needs

Chatton, Barbara. "Apply with Caution: Bibliotherapy in the Library," *Journal of Youth Services in Libraries*, v1 n3 p334-38 Spr 1988.

Outlines three legitimate purposes of bibliotherapy, and discusses possible misuses of the problem novel as therapy for troubled children and adolescents.

Eldredge, J. Lloyd. "Sacred Cows Make Good Hamburger," *Academic Therapy*, v23 n4 p375-82 Mar 1988.

Two "sacred cows" inherent in reading instruction for disabled readers are rejected: disabled readers must be taught with simple reading materials, and most teaching time must be spent on reading skills. Two case studies illustrate the teaching of decoding skills and "dyad reading" of books selected by the disabled reader.

Kimmins, Elizabeth J. *The Reading Interests of Emotionally Disturbed Boys Ages 11 to 15. 1986. 34p. [ED 268 516]*

Investigates whether the reading preferences of emotionally disturbed boys were the same as those of boys in the general population. Includes a three-page reference list.

Oberstein, Karen; Van Horn, Ron. "Books Can Help Heal! Innovative Techniques in Bibliotherapy," *Florida Media Quarterly*, v13 n2 p4-11 Win 1988.

Reviews the development of bibliotherapy as a diagnostic and therapeutic tool and discusses specific techniques for the selection of appropriate reading materials for both children and their parents.

"Policy Expanding Opportunities: Academic Success for Culturally and Linguistically Diverse Students," *College English*, v49 n5 p550-52 Sep 1987.

Notes the problem of teaching reading and writing in a way that is not racially or culturally biased. Offers teaching strategies for combating bias, including using a wide variety of works from other races and cultures that provide a range of minority perspectives in a nonstereotypical fashion.

Radencich, Marguerite C. "Literature for Minority Handicapped Students," *Reading Research and Instruction*, v25 n4 p288-94 Sum 1986.

Annotates trade literature dealing with children or adolescents who are both handicapped and members of a minority group.

Wolverton, Lorrie. *Classroom Strategies for Teaching Migrant Children about Child Abuse*. ERIC Digest. ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, NM, 1988. 13p. [ED 293 681]

Argues that bibliotherapy is an appropriate technique for bringing child abuse education to the classroom. Emphasizes that to be successful with the use of bibliotherapy the teacher must identify student needs and match needs to appropriate reading materials. Sixteen references are provided, grouped under the headings of self-concept activities, children's books on child abuse, and finding books for children.

Focused Access to Selected Topics No. 28
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Computers in Elementary Reading Instruction

By Sonja Rasmussen

What is the role of computers in reading instruction? For advocates of computing technology, the issues involve which programs to use and in what ways; for other people, the basic question of the computer's role in education is far from settled. This ERIC FAST Bib, in six sections, offers a sampling of over 90 items in the ERIC database from January 1987 to April 1989 dealing with many aspects of the use of computers in reading instruction. Voices calling for caution are represented here, as are those of advocates and users. Interested readers should check the database for further references. Following a discussion of the pros and cons of computers and instruction in the first section, the second section deals with organizational aspects of computer use. Advice for teachers is offered in the third section, while the fourth section reviews specific software programs. The fifth section describes and evaluates projects and programs in schools, and the final section samples research.

Pros and Cons

Balajthy, Ernest. "Computers and Instruction: Implications of the Rising Tide of Criticism for Reading Education," *Reading Research and Instruction*, v28 n1 p49-59 Fall 1988.

Examines two major reasons why schools have adopted computers without careful prior examination and planning. Surveys criticisms of computer-based instruction in reading, in an effort to direct attention to the beneficial aspects of computers in the classroom.

Hlebowitsch, Peter S. "Technology in the Classroom: Cautionary Notes on a Recurring Theme,"*Clearing House*, v62 n2 p53-56 Oct 1988.

Documents the changes and advances of educational technology in the classroom from the 1960s to the 1980s. Asserts that computers are often used for educationally hollow skill-drill exercises in an "electronic workbook" format. Advocates caution in educational technology applications, and a focus on idea-oriented learning.

Organizational Aspects

Chamberlain, Ed. *Cost-Benefit Analysis for ECIA Chapter 1 and State DPPF Programs Comparing Groups Receiving Regular Program Instruction and Groups Receiving Computer-Assisted Instruction/Computer Management System (CAI/CMS). 1986-87*. Dept. of Evaluation Services, Columbus Pacific Schools, OH, 1987. 12p. [ED 287 161]

A cost-benefit study was conducted to determine the effectiveness of a computer-assisted instruction/computer management system (CAI/CMS) as an alternative to conventional methods of teaching reading. Findings indicated that the per-pupil cost was greater in the CAI/CMS groups than in the regular groups at all three levels. The CAI/CMS groups surpassed the regular group in achievement at the middle school level and in grades four and five. Findings also indicated that CAI/CMS pupils surpassed regular program pupils in attendance at all levels.

Glenn, Craig. "Results of Using CAI to Improve Performance in Basic Skill Areas," *Technological Horizons in Education*, v15 n10 p61-64 Jun 1988.

Describes the process of acquiring a computer-assisted instruction system by the Linton-Stockton School Corporation (LSSC). Presents the results of a standardized achievement test given to students before and after experience with the system. Emphasizes gains in reading comprehension.

Levin, Henry M.; and others. "Cost-Effectiveness of Computer-Assisted Instruction," *Evaluation Review*, v11 n1 p50-72 Feb 1987.

The cost-effectiveness of four approaches to improving mathematics and reading performance of elementary school children is compared. Peer tutoring is found to be more cost-effective than computer-assisted instruction, and both are more cost-effective than reducing class size or increasing the length of the school day.

Wepner, Shelley B.; Kramer, Steven. "Organizing Computers for Reading Instruction," *Computers in the Schools*, v4 n1 p53-66 Spr 1987.

Presents four steps for integrating computer technology into a school district's reading and language arts curriculum for elementary and secondary schools: (1) needs assessment; (2) planning; (3)implementation; and (4) evaluation. Topics discussed include personnel, budget, facilities, government mandates, computer hardware selection, software selection, and staff development.

Advice

Balajthy, Ernest. *Design and Construction of Computer-Assisted Instructional Material: A Handbook for Reading/Language Arts Teachers.* 1987. 66p [ED 285 131]

Intended for reading and language arts teachers at all educational levels, this guide presents information to be used by teachers in constructing their own computer-assisted educational software using the BASIC programming language and Apple computers.

Doyle, Claire. "Creative Applications of Computer-Assisted Reading and Writing Instruction," *Journal of Reading*, v32 n3 p236-39 Dec 1988.

Describes an inservice workshop that shows teachers the difference between canned and creative classroom use of computers. Presents an exercise using freewriting, brainstorming, sequencing, and peer evaluation.

Scott, Diana; Barker, Jeanne. "Guidelines for Selecting and Evaluating Reading Software: Improving the Decision Making Process," *Reading Teacher*, v40 n9 p884-887 May 1987.

Focuses on the selection and evaluation of courseware for use with a reading program. Gives examples of courseware to support the ideas presented, together with a sample checklist for software evaluation.

Strickland, Dorothy S.; and others. *Using Computers in the Teaching of Reading*. Computers in the Curriculum Series. 1987. 240p. [ED 281 163] Available from: Teachers College Press, 1234 Amsterdam Avenue., New York, NY 10027. Document not available from EDRS.

Shows in 8 chapters how the computer can be used in a reading and language arts curriculum as tool, tutor, and tutee with currently available software.

Software Reviews

Balajthy, Ernest. *Computers and Reading: 1984-1989.* Selections from "Micro Missive," the newsletter of MicroSIG, the Special Interest Group for Microcomputers in Reading of the International Reading Association, 1988.
[CS 009 340]

Presents eight articles and ten software reviews written by the author for "Micro Missive" since 1984.

Block, Gerald H. "Thinking Networks: Software Reviews," *Academic Therapy*, v23 n1 p61-65 Sep 1987.

"Thinking Networks"—a computer-based (Apple II) reading-writing curriculum—is reviewed favorably for its holistic approach to reading, program sequence and presentation, educational intent and content, and teacher's guide.

Carrasquillo, Angela; Nunez, Dulcinea. *Computer-Assisted Metacognitive Strategies and the Reading Comprehension Skills of ESL Elementary School Students, 1988.* [ED 301 838]

Investigates the effectiveness of two computer-assisted metacognitive strategies (the Tutorial-Direct Monitoring Strategy and the Schema-Direct Monitoring Strategy) on the development of sequential reading skills of 68 ESL fourth grade students in Puerto Rico. Findings appear to confirm that training in metacognitive strategies can enhance reading comprehension performance as well as reading comprehension skills.

Weisberg, Renee; Balajthy, Ernest. "Reading Diagnosis via the Microcomputer (The Printout)," *Reading Teacher*, v42 n8 p636 Apr 1989.

Examines and evaluates microcomputer software designed to assist in diagnosing students' reading abilities and making instructional decisions. Claims that existing software shows valuable potential when used sensibly and critically by trained reading clinicians.

Wilson, Patricia J. "Computer Software: BookBrain. Version 2.0," *Reading Teacher*, v42 n8 p646-47 Apr 1989.

Describes "BookBrain," a newly revised computer software package designed to encourage reading and to help kids select good fiction books. Recommends it for ease of use, large database of 2,100 titles, comprehensive "getting acquainted" session, and customizing options.

Descriptions and Evaluations of School Programs

Beazley, Malcolm R. "Reading for a Real Reason: Computer Pals across the World," *Journal of Reading, Special Issue: New Technologies and Reading,* v32 n7 p598-605 Apr 1989.

Describes the Computer Pals across the World Project in which students write and receive letters, poetry, reports, and newspaper articles to and from fellow students around the globe. Argues that it provides a real context for reading and writing, cultural exchange, motivation, and keyboarding skills.

Fiedorowicz, C.A.M.; Trites, R.L. *An Evaluation of the Effectiveness of Computer-Assisted Component Reading Subskills Training.* Education and Technology Series. Ontario Dept. of Education, Toronto, Canada, 1987. 236p. [ED 286 163] Available from: MGS Publication Services, 880 Bay Street, 5th Floor, Toronto, Ontario, Canada M7A 1N8 ($8.00 Canadian).

A study evaluates a computer program, the Autoskill Component Reading Subskills Program, used to improve the reading comprehension of 91 reading disabled elementary school students using procedures specifically developed for three reading disability subtypes: oral reading, intermodal-associative, and sequential. Results indicate significant gains in component reading subskills.

Hotard, Stephen R.; Cortez, Marion J. *Using Computer-Assisted Instruction to Raise and Predict Achievement in Chapter I Students,* 1988. *14p [ED 293 104]*

Computer-assisted instruction together with remedial reading classrooms for reading and regular classrooms for math has produced 4 years of consistent and significant remedial gains for Chapter I students in grades 5 to 8 in Lafayette Parish, Louisiana. The computer provides a vehicle for daily drill at each child's level which adds significantly to standard classroom remediation. Time spent on computer-assisted instruction is directly related to increased remedial progress. When insufficient time is devoted to daily computer drill, progress is significantly diminished.

Maclay, Connie M.; Askov, Eunice N. "Computers and Adult Beginning Readers: An Intergenerational Study," *Lifelong Learning,* v11 n8 p23-25, 28 Jun 1988.

Parents of Chapter I reading students were invited to take part in a reading program using courseware for adult beginning readers. A group of 52 parents completed the program; on average they gained more than one year in reading level after 20 hours of instructional time. Impact on children and delivery models is discussed.

Research

Balajthy, Ernest. "What Does Research on Computer-Based Instruction Have to Say to the Reading Teacher?" *Reading Research and Instruction,* v27 n1 p54-65 Fall 1987.

Examines questions typically asked about the effectiveness of computer-based reading instruction, suggesting that these questions must be refined to provide meaningful insight into the issues involved. Describes several critical problems with existing research, and presents overviews of research on the effects of computer-based instruction on achievement and motivation.

Calvert, Sandra L.; and others. "Computer Presentational Features for Poor Readers' Recall of Information." Paper presented at the 96th Annual Meeting of the American Psychological Association, 1988. 22p [CS 009 364].

Studies 80 children's (kindergarten to second grade) recall of words presented on different versions of a computer presentation with varying levels of visual action and verbal labels. Suggests that older children who have difficulty reading may well benefit from visual action emphasis of computer content.

Gambrell, Linda B.; and others. "Young Children's Comprehension and Recall of Computer Screen Displayed Text," *Journal of Research in Reading,* v10 n2 p156-63 Sep 1987.

Describes a study of third- and sixth-grade students indicating no differences in comprehension between story reading on a page and on a computer screen, and that students were more interested in the story while reading from the screen, but that the story was more difficult in this condition.

Gillingham, Mark G. "Text in Computer-Based Instruction: What the Research Says," *Journal of Computer-Based Instruction,* v15 n1 p1-6 Win 1988.

Discusses and reviews research on text presentation in computer-based instruction.

Greene, Elinor C.; and others. "Effects of New Computer Technology on Increases in Children's Word Recognition Automaticity." Paper presented at the Annual Meeting of the Association for Educational

Communications and Technology, 1988. 19p. [ED 295 643]

A study compares the effectiveness of two computer-based techniques (one providing practice in context, the other out of context) for improving word recognition automaticity in third and fourth graders with mild reading difficulties.

MacGregor, S. Kim. "Use of Self-Questioning with a Computer-Mediated Text System and Measures of Reading Performance," *Journal of Reading Behavior*, v20 n2 p131-148 1988.

Studies a computerized-text system (CTS) developed to facilitate students' question-asking during reading. Results suggest that third grade students' use of a CTS to read text and ask questions results in gains in reading performance.

Reinking, David. "Computer-Mediated Text and Comprehension Differences: The Role of Reading Time, Reader Preference, and Estimation of Learning," *Reading Research Quarterly*, v23 n4 p484-98 Fall 1988.

Examines whether readers comprehend a text better displayed conventionally (on printed pages) or computer-mediated (offering the reader access to additional information, or controlling the reader's processing of the text). Comprehension scores were significantly higher for readers of the computer-mediated, computer-assisted texts.

Wheeler, M. Candace. *Correlation between Remedial Students and Learning Styles: Implications for Computer-Assisted Instruction.* Master's Thesis, Eastern Washington University, Cheney, WA. 1988. 45 p. [CS 009 246]

Investigates the learning styles of 31 sixth-grade remedial students and the implications for computer-assisted instruction. Indicates that all subjects had a strong to moderate kinesthetic preference and most had high visual strength. Suggests that computer software which emphasizes problem-solving and simulation will address the particular learning styles of remedial readers.

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Reading Assessment in Elementary Education

By Roger Sensenbaugh

The state of reading assessment at the elementary level is in flux. Some writers argue, very forcefully, that the construction of standardized tests has not kept up with advances in reading research and that current standardized tests do more harm than good. Others argue that alternatives to standardized tests have their own problems. The consensus seems to be that standardized tests and alternative, classroom-based assessment each have their place and that both kinds of testing must be chosen, used, and evaluated with caution.

Overview

Farr, Roger. "New Trends in Reading Assessment: Better Tests, Better Uses," *Curriculum Review*, v27 n1 p21-23 Sep-Oct 1987.

Focuses on the need to develop better tests of students' reading abilities and better interpretation of test scores. Describes criterion-referenced tests versus norm-referenced tests, highlighting the Degrees of Reading Power and Metropolitan Achievement Tests: Reading, and discusses the need for assessing the reading process.

Fredericks, Anthony D. "Latest Model," *Reading Teacher*, v40 n8 p790-91 Apr 1987.

Offers a humorous look at the problem of assessment.

Froese, Victor. "Language Assessment: What We Do and What We Should Do! " *Canadian Journal of English Language Arts*, v11 n1 p33-40 1988.

Sketches some of the dilemmas in language assessment and presents exemplary practical approaches to assessment in the areas of listening, oral language, reading, and writing.

Manning, Gary; and others. "First Grade Reading Assessment: Teacher Opinions, Standardized Reading Tests, and Informal Reading Inventories." Paper presented at the 14th Annual Meeting of the Mid-South Educational Research Association, 1985. 13 p. [ED 265 204]

Investigates the relationship between and among the results of three types of reading assessments in the first grade: a standardized reading test (the Stanford Achievement Test); an informal reading inventory (the Classroom Reading Inventory); and teacher judgment of student rank in reading achievement. Teacher opinion correlated with all subtests of the standardized test and the word recognition portion of the reading inventory. The achievement of all combined classrooms and most individual classrooms in the study was average or above, based on national norms.

Valencia, Sheila; Pearson, P. David. "Reading Assessment: Time for a Change," *Reading Teacher*, v40 n8 p726-32 Apr 1987.

Argues that the tests used to measure reading achievement do not reflect recent advances in the understanding of the reading process, and that effective instruction can best be fostered by resolving the discrepancy between what is known and what is measured.

Standardized Tests

Blanchard, Jay S. "Test Review: Computer-Based Reading Assessment Instrument (CRAI)," *Reading Teacher*, v41 n1 p92-94 Oct 1987.

Evaluates the Computer-Based Assessment Instrument (CRAI) as a test of reading proficiency. Notes strengths of CRAI, including its use as a quick assessment of silent reading comprehension level, and the problems with readability and content-specific word lists and the lack of scoring features.

Grunkmeyer, Virgil. "Primary Reading Assessment—Quick and Easy," *Reading Horizons*, v27 n2 p86-88 Win 1986.

Explains the use of the Dolch List in the lower elementary grades.

Rasool, Joan M.; Royer, James M. "Assessment of Reading Comprehension Using the Sentence Verification Technique: Evidence from Narrative and Descriptive Texts," *Journal of Educational Research*, v79 n3 p180-84 Jan-Feb 1986.

The sentence verification technique (SVT) was used to test 44 third graders, to assess the validity of the technique. Results were viewed as being consistent with the interpretation that the SVT is a valid means of measuring reading comprehension.

Reynolds, Cecil R.; and others. "Regression Analyses of Bias on the Kaufman Assessment Battery for Children," *Journal of School Psychology*, v23 n2 p195-204 Sum 1985.

Investigates the criterion-related validity of the Kaufman Assessment Battery for Children (K-ABC), predicting reading comprehension, arithmetic, and general achievement, for large samples of blacks and whites tested during the standardization of the battery. Finds that the Sequential and Mental Processing Composite scales tended to overpredict black children's academic levels, especially on the achievement scales.

Roberts, Douglas B.; and others. "Michigan Educational Assessment Program Handbook, 1986-87." Michigan State Board of Education, Lansing, MI, 1986. 109 p. [ED 278 710]

This handbook was developed to assist educators in analyzing, using, and reporting Michigan Educational Assessment Program (MEAP) test results. It includes an overview of the program and a description of the tests; numbers of objectives and test items for each skill area; suggested methods; techniques and strategies for using the results at the student, school, and district levels; and a discussion of appropriate uses of the test results.

Sawyer, Diane J.; and others. "Test Review: Group Assessment in Reading: Classroom Teacher's Handbook," *Reading Teacher*, v39 n6 p544-47 Feb 1986.

Examines the GAR, which is intended as a group assessment of reading ability for elementary and secondary school students in the areas of reading level, comprehension, study skills, and reading interests. Concludes that the test has many shortcomings.

Alternative Measures

Bartoli, Jill Sunday. "The Paradox in Reading: Has the Solution Become the Problem?" *Journal of Reading*, v28 n7 p580-84 Apr 1985.

Suggests that continually refined and segmented reading assessment measures may contribute to reading problems. Discusses three solutions to reading difficulties that have become problems themselves and suggests that more holistic, socially interactive teaching methods are a better solution to reading disabilities.

Calfee, Robert C. "The School as a Context for Assessment of Literacy," *Reading Teacher*, v40 n8 p738-43 Apr 1987.

Notes that classroom assessment of literacy is dominated by methods more appropriate to external mandates. Suggests an alternative method grounded in the teacher's professional judgment and in the relations between curriculum, instruction, and assessment.

Dixon, John. "Becoming a Maturer Reader," *Reading Teacher*, v40 n8 p761-65 Apr 1987.

Points out that children's growth in response to literature is not assessed by existing standardized tests or by progress from one textbook to another. Suggests guidelines for teacher observation of children's responses and provides a checklist for assessing oral and written reactions.

Johnston, Peter. "Teachers as Evaluation Experts," *Reading Teacher*, v40 n8 p744-48 Apr 1987.

Argues that process-oriented evaluation of children's literacy by the classroom teacher is more efficient and more instructionally valid than current test-driven evaluation procedures.

Leadbetter, Peter; Winteringham, David. "Data-Pac: What's in It for Teachers?" *British Journal of Special Education*, v13 n4 p162-64 Dec 1986.

The article describes Data-Pac (Daily Teaching and Assessment for Primary Aged Children), materials which assess student performance in reading, mathematics, handwriting, and spelling and present a selection of sequenced teaching objectives for an individualized program. Materials reflect the concepts of criterion-referenced assessment, direct instruction, behavioral objectives, and precision teaching.

Moore, David W. "A Case for Naturalistic Assessment of Reading Comprehension," *Language Arts*, v60 n8 p957-69 Nov-Dec 1983.

Presents a historical overview of the introduction of the major reading comprehension assessments, showing that the predominant approaches were shaped by the prevailing educational measurement milieu and were implemented largely in response to public pressure. Argues in favor of a naturalistic reading comprehension assessment for evaluating those behaviors that elude quantification.

Wood, Karen D. "Read First, Test Later: Meeting the Needs of the 'Overskilled' Reader," *Reading Horizons*, v24 n2 p133-40 Win 1984.

Discusses the problems of overusing workbooks, dittos, and basal assessment tests in beginning reading instruction. Proposes alternatives.

Woodley, John W. "Reading Assessment from a Whole Language Perspective." 1988. 16 p. [ED 296 309]

Approaches to reading assessment within the whole language framework include a print awareness task, book handling task, patterned language task, reading interview, miscue analysis, and situational responses to reading. Argues that the observations made by teachers using these assessments provide a meaningful alternative to heavy reliance on standardized tests and lead to a more effective educational program for all.

Woodley, John W.; Smith, R. Lee. "Reading Assessment for the Young Reader." 1988. 23 p. [ED 295 126]

Methods used to diagnose a seven-year-old boy's reading problems illustrate the fact that reading assessments based upon a reader's strengths and his/her understanding and control of the process will provide information which is more useful to teachers and parents than that provided by the numerical results of standardized tests.

Informal Reading Inventories

Cardarelli, Aldo F. "The Influence of Reinspection on Students' IRI Results," *Reading Teacher*, v41 n7 p664-67 Mar 1988.

Claims that in the conventional administration of the Informal Reading Inventory (IRI) comprehension diagnosis is inordinately influenced by the reader's ability to recall information. Suggests that allowing reinspection by the reader restores recall to its proper function and may result in other advantages.

Fuchs, Lynn S.; and others. "The Validity of Informal Reading Comprehension Measures," *Remedial and Special Education (RASE)*, v9 n2 p20-28 Mar-Apr 1988.

Assesses the criterion, construct, and concurrent validity of four informal reading comprehension measures (question answering tests, recall measures, oral passage reading tests, and cloze techniques) with 70 mildly and moderately retarded middle and junior high school boys. Results indicated that correct oral reading rate score demonstrated the strongest criterion validity.

Henk, William A. "Reading Assessments of the Future: Toward Precision Diagnosis," *Reading Teacher*, v40 n9 p860-70 May 1987.

Concludes that modified standard reading inventories may be made more useful for assessing the specific abilities and needs of disabled readers. Offers suggestions for making modifications.

Johnson, Marjorie Seddon; and others. *Informal Reading Inventories*, Second Edition. Reading Aids Series, IRA Service Bulletin. International Reading Association, Newark, DE 1987. 164 p. [ED 277 993; for the first edition, see ED 072 437.]

Represents a comprehensive description of the use of informal reading inventories (IRIs). Provides teachers and reading specialists with practical strategies for forming diagnostic impressions that are useful for planning reading instruction.

Searls, Evelyn F. "What's the Value of an IRI? Is It Being Used?" *Reading Horizons*, v28 n2 p92-101 Win 1988.

Reports on a survey which indicates that classroom teachers rarely use the Informal Reading Inventory—a diagnostic and placement instrument for reading comprehension long recommended by teacher trainers. Suggests that teacher trainers focus on other more efficient means of obtaining reading diagnosis.

Learning Disabled

Dudley-Marling, Curt. "Assessing the Reading and Writing Development of Learning-Disabled Students: An Holistic Approach," *B. C. Journal of Special Education*, v12 n1 p41-51 1988.

Recommends a holistic approach to reading assessment, in contrast to traditional practices in reading and writing assessment which focus on fragmented, isolated skills. Sees children's reading and writing as communicative behaviors which are effectively evaluated through systematic observation as they occur in natural settings.

Ewoldt, Carolyn. "Reading Tests and the Deaf Reader," *Perspectives for Teachers of the Hearing-Impaired*, v5 n4 p21-24 Mar-Apr 1987.

Argues that standardized reading tests are likely to provide an inaccurate assessment of reading comprehension for deaf students because of the lack of test coaching and test taking skills; item irrelevancy; and the difficulty of test directions. Testing alternatives include parent and teacher observation of students and qualitative evaluations of reading skills and strategies.

Gupta, R. M. "Learning Efficiency versus Low IQ and/or Teachers' Ratings as Predictors of Reading Ability of 'Mentally Defective' Children: A Longitudinal Study," *Educational Studies*, v11 n2 p109-18 1985.

Asserts that low IQ should not be deemed an index of poor learning ability. Information about middle school children's learning efficiency as measured by the Learning Efficiency Test Battery was found to be more useful for predicting reading ability than conventional types of assessment.

Silberman, Roseanne K.; Sowell, Virginia. "The Visually Impaired Student with Learning Disabilities: Strategies for Success in Language Arts," *Education of the Visually Handicapped*, v18 n4 p139-50 Win 1987.

Recommends assessment techniques and teaching strategies in the area of reading and language arts for the visually impaired student with learning disabilities. Outlines reading approaches, practical strategies for teaching reading comprehension and spelling, and suggestions for organizing the classroom environment.

Teeter, Phyllis Anne; Smith, Philip L. "Neuropsychological Assessment and Training of Cognitive Processing Strategies for Reading Recognition and Comprehension: A Computer Assisted Program for Learning Disabled Students." Final Report. Wisconsin Univ., Milwaukee, WI, 1986. 12 p. [ED 278 209]

Describes the development and validation of microcomputer software during a two-year project to help assess the skills of reading disabled elementary grade children and to provide basic reading instruction.

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Content Area Reading in Elementary Education

by Mary Morgan

Although the narrative style of basal readers is generally the focus of reading in the early grades, as students progress through elementary school this emphasis shifts to include informational and expository text—content area reading in social studies, English literature, mathematics, and science (Gray, 1988). Research indicates that students need explicit preparation for this shift, since content area textbooks tend to be more difficult than basals. This ERIC *FAST Bib* focuses on research and teaching strategies for content area reading at the elementary level.

Following an overview section, research on content area reading instruction and students' reading difficulties in the content areas are addressed. The next section provides citations on content area reading material selection, including guidelines for selection as well as annotated bibliographies for content area books. The final section concerns teaching strategies for content area reading at the elementary level, including suggestions for adapting basal instruction to improve content area reading, and teaching reading in mathematics.

Overview

Armbruster, Bonnie B. *Why Some Children Have Trouble Reading Content Area Textbooks.* Technical Report No. 432. Univ. of Illinois, Center for the Study of Reading, Urbana, IL, 1988. [CS 009 390]

Discusses three major reasons why children who can decode the stories in their basal readers may still have problems reading content area textbooks. The reasons include: 1) lack of prerequisite knowledge (including content, discourse, and strategic knowledge); 2) poorly written textbooks; and 3) negative classroom experiences in reading in the content areas.

Gray, Mary Jane. "The Reader in Transition," *Clearing House*, v61 n5 p217-20 Jan 1988.

Notes that in the fourth grade, readers begin a transitional period where emphasis shifts from experiential reading to include informational and expository material. Discusses reading in the different content areas—English, history, mathematics, and science—and asserts that teachers should spend more time preparing students to read in these formats.

Lumpkin, Donavon, ed.; and others. *The Dilemmas of Teaching Reading. Eighth Yearbook of The American Reading Forum.* American Reading Forum, 1988. [CS 009 401]

Articles in this eighth yearbook of the American Reading Forum address the dilemmas of teaching reading. Includes "Reading and Writing as Tools for Independent Learning: The Content Area Classroom at the Crossroads" by K. Ford.

Manolakes, George. "Comprehension: A Personal Experience in Content Area Reading," *Reading Teacher*, v42 n3 p200-02 Dec 1988.

Describes how an excerpt from an electronics magazine challenged the author to examine problems in reading comprehension. Notes the sources of difficulty in understanding demanding text, and states that prior knowledge—not isolated comprehension skills—is necessary to create meaning from a text.

Whysall, Roger. "Reading for Information in the Primary School," *Reading*, v21 n3 p169-77 Nov 1987.

Criticizes the "project" approach to reading instruction, where beginning reading students are supposed to learn the skills it takes to find out information for themselves by reading from sources. Points out that a large number of ill-defined skills which are not taught explicitly are required to sucessfully complete a project.

Research

Alvermann, Donna E.; Swafford, Jeanne. "Do Content Area Strategies Have a Research Base?" *Journal of Reading*, v32 n5 p388-94 Feb 1989.

Examines the extent to which reading research supports the comprehension and vocabulary strategies recommended in content reading methods texts. Concludes that more of the research finds the strategies to be effective than finds them ineffective.

Crismore, Avon G.; Hill, Kennedy T. *The Interaction of Metadiscourse and Anxiety in Determining Children's Learning of Social Studies Textbook Materials. Technical Report No. 435.* Univ. of Illinois, Center for the Study of Reading, Urbana, IL, 1988. [CS 211 582]

Examines the role of metadiscourse characteristics and level of sixth-grade students' anxiety as they affect learning from social studies textbooks. Finds that high-anxious students showed their best performance with first person voice and no attitudinal metadiscourse while low-anxious students showed the opposite effect.

Davey, Beth. "How Do Classroom Teachers Use Their Textbooks?" *Journal of Reading,* v31 n4 p340-45 Jan 1988.

Provides results of a survey of how 90 elementary and secondary teachers used their content area and English textbooks. Reports that both elementary and secondary teachers use textbooks primarily to supplement instruction, but that secondary content area teachers could benefit from inservice education to assist in flexible use of textbooks.

Gee, Thomas C.; Forester, Nora. "Moving Reading Instruction beyond the Reading Classroom," *Journal of Reading,* v31 n6 p505-11 Mar 1988.

Reports on a teacher survey designed to 1) determine the extent to which reading instruction is being offered beyond the reading classroom; and 2) explain why some programs fail and some succeed. Suggests four steps to follow to develop a successful program.

Irvin, Judith L.; Connors, Neila A. "Reading Instruction in Middle Level Schools: Results of a U.S. Survey," *Journal of Reading,* v32 n4 p306-11 Jan 1989.

Reports on a survey of 72 "recognized" middle schools and 83 randomly chosen schools, which indicates that most schools require reading instruction, especially in grade 6. Finds that many offer remedial programs, but that practice has not responded to theoreticians' advocacy for reading in content areas.

Readence, John E.; Baldwin, R. Scott, eds. *Dialogues in Literacy Research. Thirty-Seventh Yearbook of the National Reading Conference.* Proceedings of the 37th Annual Meeting of the National Reading Conference, 1987. 382 p. [CS 009 381]

Contains 33 articles from the proceedings of the thirty-seventh National Reading Conference, covering the politics of literacy, emergent and early literacy, vocabulary, comprehension, content area reading, writing, and teacher effectiveness. Contains articles on sixth graders' use of mnemonic imagery in recalling content material, and on the development of teacher explanations during content reading lessons.

Schmidt, Cynthia Maher; and others. "But I Read the Chapter Twice," *Journal of Reading,* v32 n5 p428-33 Feb 1989.

Describes specific problems that students encounter when they begin the transition into content area studies. Examines a recent research summary on study skills for suggestions about how to address these problems.

Stewart, Roger A.; O'Brien, David G. "Resistance to Content Area Reading: A Focus on Preservice Teachers," *Journal of Reading,* v32 n5 p396-401 Feb 1989.

Surveys preservice teachers' attitudes toward content area reading. Concludes that although misconceptions about content reading instruction are prevalent among preservice teachers entering a content area reading course, research showed that most students no longer exhibited those misconceptions when they left the course.

Content Area Reading Material Selection

Bohning, Gerry; Radencich, Marguerite. "Informational Action Books: A Curriculum Resource for Science and Social Studies," *Journal of Reading,* v32 n5 p434-39 Feb 1989.

Presents the origins of action books, selection guidelines for use in the classroom, advantages and limitations, and an annotated list of science and social studies action books.

Webre, Elizabeth C. *Content-Area-Related Books Recommended by Children: An Annotated Bibliography Selected from "Children's Choice" 1975-1988.* [CS 009 514]

This categorized 121-item annotated bibilography should prove useful to teachers in each of the content areas. The books listed are children's choices and are guaranteed to be informational and entertaining as students study math, health, science, social studies, and the language arts.

Teaching Strategies

Alvermann, Donna E. "Adapting Basal Instruction to Improve Content Area Reading," Reading Horizons, v29 n2 p129-38 Win 1989.

Suggests ways to adapt basal reading instruction to content area reading instruction. Includes adaptations of three common basal procedures:

1) setting the purpose; 2) developing a vocabulary; and 3) discussing the selection.

Brownson, Jean. "Using Knowledge To Build Knowledge: The Thematic Approach to Content Reading," North Dakota Univ., Center for Teaching and Learning, Grand Forks, ND, 1988. 11 p. [ED 292 628] (Also in Insights, v20 n7 Apr 1988.)

Presents a themed approach to content area reading that builds the learner's background for the text by giving real experiences which capture the child's interest in learning, facilitate independence in learning and active involvement, and provide well written texts. Suggests a variety of materials and activities to develop skills, strategies, and interest in reading, including charts, poems, recipes, and games.

Butzow, John; Butzow, Carol. "Make Science Livelier with Children's Fiction," *Learning*, v16 n7 p50-53 Mar 1988.

Suggests ways in which to use literature to teach science, with examples given of reading materials for teaching about spiders and eyeglasses. Lists selected books about seasons, nature, and other scientific themes.

Carr, Eileen; and others. "Using Cloze for Inference Training with Expository Text," *Reading Teacher*, v42 n6 p380-85 Feb 1989.

Describes the Inferential Training Technique (ITT), a modified cloze procedure and self-monitoring checklist focusing on the inferential process. Notes that this strategy improves reading comprehension and inferencing skills, and can be applied to content area reading. Provides a sample cloze passage, inferential questions, and worksheet guide for the ITT.

Culyer, Richard C. "Reading and Mathematics Go Hand in Hand," *Reading Improvement*, v25 n3 p189-95 Fall 1988.

Suggests that math and reading are related, and that strategies common to reading sometimes can be applied in math. Presents instructional strategies and independent study techniques for five areas: basic sight words; vocabulary meanings; other specialized vocabulary; basic skills; and problem solving.

Devine, Thomas G. *Teaching Reading in the Elementary School: From Theory to Practice*. Allyn and Bacon, Inc., Boston, MA. 363 p. [ED 303 764]

The purpose of this book on reading instruction in the elementary school is twofold: 1) to share with colleagues some of the significant works of research and theory that suggest answers to important questions in reading instruction; and 2) to describe specific teaching strategies implied by these answers. Chapter Six discusses reading in the content areas.

Lewis, Harold E., Jr. "Narrowing the 'Method' Gap," *Adolescence*, v22 n85 p115-17 Spr 1987.

Suggests that teachers should approach the content areas using a total lesson approach by adapting the directed reading activity method to content area instruction. Includes a brief discussion of the adaptation of the directed reading activity method and an explanation of each of the six steps as they might apply to the content area.

Spiegel, Dixie Lee. "Using Adolescent Literature in Social Studies and Science," *Educational Horizons*, v65 n4 p162-64 Sum 1987.

Provides suggestions for using literature to supplement content area study, particularly in social studies and science. Emphasizes literature for grades five through eight.

Moore, David W.; and others. *Prereading Activities for Content Area Reading and Learning, Second Edition.* International Reading Association, Newark, DE, 1989. [ED 300 786]

Intended to be a practical guide to prereading activities applicable in the classroom, this book emphasizes students' independence by shifting the focus of instruction to student-centered applications. Chapters of the book cover such topics as: 1) preparing students to read in the content areas; 2) asking and answering questions before reading; 3) forecasting passages; 4) understanding vocabulary; 5) graphically representing information; and 6) writing before reading. Each chapter contains a statement of purpose and a list of teaching strategies.

O'Bruba, William S. "Reading through the Creative Arts," *Reading Horizons*, v27 n3 p170-77 Apr 1987.

Describes four major areas of creative arts that can be used in the reading classroom to enrich and enhance the reading program: music, graphic arts, puppetry, and poetry.

Phelps, Stephen; Smith, Lawrence L. "Microcomputer Applications for Content Area Vocabulary," *Reading Horizons*, v29 n2 p103-09 Win 1989.

Describes the use of microcomputers to enhance vocabulary instruction in content teaching. Reviews the types of software available.

Santa, Carol M.; and others. "Changing Content Instruction through Action Research," *Reading Teacher*, v40 n4 p434-38 Jan 1987.

Discusses ways to get teachers involved in the process of evaluating and changing their methods of instruction—using the example of teaching content material through round robin reading and discussion.

Valaitis, Mirga. "Teaching Critical Reading in the Content Areas. Techniques," 1988. 4 p. [ED 294 034] (Also in *Lifelong Learning*, v11 n7 p28-30 May 1988.)

Discusses challenges in teaching critical reading in the content areas. Presents an effective method for teaching critical reading which emphasizes preparation for and guidance during reading rather than postreading activities.

Zipperer, Anita. "Using Content-Oriented Materials to Fill the Gaps in Students' Knowledge," *Wisconsin State Reading Association Journal*, v31 n2 p45-48 Win 1987.

Suggests that many reading problems may be caused by insufficient background knowledge rather than lack of reading skills. Provides suggestions about how teachers can integrate concepts and materials from social studies into their reading lessons to build students' background knowledge.

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Reader Response

by Michael Shermis

Literary theories are, by their very nature, abstract; therefore they frequently remain unused in the classroom. This FAST Bib provides resources to understand the theoretical foundations of reader response—a literary theory that is currently gaining increasing attention in literature instruction. More importantly, it cites several sources that can be put to practical use in the classroom. Although it is clear there is no unified position on what reader response is, the ERIC database provides a number of sources to help teachers make use of the theory and several different perspectives on how to implement it. Most teachers will not find these suggested techniques new; the approach, however, differs in that students are not forced to accept one correct meaning of a text, but are part of the process of interpretation.

This bibliography has been divided into four sections. The first section, "Teaching of Literature and Poetry," presents citations that offer strategies on how to implement reader response in the literature classroom. The second section, "Teaching of Composition," cites sources that suggest ways to incorporate reader response into the composition classroom. "Other Teaching Techniques" presents ideas for discussion, journalism, film study, and reading instruction. The last section, "Theory and Research," examines a few studies on reader response.

Teaching of Literature and Poetry

Canterford, Barbara. "Cultivating the Growth of Reader Response," *English in Australia*, n75 p50-58 Mar 1986.

Describes the implementation of a literature program for students in grade six based on reader response theory.

Corcoran, Bill; Evans, Emrys, (Eds.) *Readers, Texts, Teachers*. Boynton/Cook Publishers, Inc., 52 Upper Montclair Plaza, P.O. Box 860, Upper Montclair, NJ, 1987. 264 p. [ED 279 012; document not available from EDRS]

Focuses on the need to offer and encourage the experience of reading literature in elementary schools. Includes essays that (1) explicate the range of theory known as reader response criticism; (2) argue its distinctive relevance to the needs of young, developing readers; and (3) indicate how classroom practices might be changed to accommodate the insights offered by reader-response theorists.

Flood, James; Lapp, Diane. "A Reader Response Approach to the Teaching of Literature (Research and Practice)," *Reading Research and Instruction*, v27 n4 p61-66 Sum 1988.

Summarizes the history of, and theory and research in, reader response approaches to teaching literature. Proposes an instructional process employing response-based teaching.

Fynes Clinton, Michael; Mills, Perry. "From a Teacher's Notebook—20: Making the Work Their Own: Responses and Ways In," *Use of English*, v38 n3 p14-19 Sum 1987.

Discusses ways to teach modern plays and poetry, using a reader response approach that makes the works more accessible to students.

Galda, Lee. "Readers, Texts and Contexts: A Response-Based View of Literature in the Classroom," *New Advocate*, v1 n2 p92-102 Spr 1988.

Discusses pedagogical implications of recent theory and research on response to literature. Contends that now teachers must be aware of readers, the text, and the context in which a text is read and discussed.

Gambell, Trevor J. "Response to Literature," *English Quarterly*, v19 n2 p120-29 Sum 1986.

Provides a background of response theory, two Canadian perspectives on response theory, a description of transactional response theory and response-centered curriculum, a discussion of the concepts of participant and spectator roles in literature and of the idea of narration and storying as literature, and a discussion of analysis and criticism.

Gambell, Trevor J. "Growth in Response to Literature," *English Quarterly*, v19 n2 p130-41 Sum 1986.

Discusses early experiences of children with literature, and the development of and growth in their response to literature. Argues for a response-centered, rather than criticism-centered, curriculum.

Gambell, Trevor J. "The Teaching of Literature," *English Quarterly*, v19 n2 p142-52 Sum 1986.

Reviews various methods of teaching literature and proposes that response to literature be an element in the teaching of literature. Considers the role of the teacher in a response-centered classroom and how to create a classroom environment that will encourage interpretation and response to literature.

Graham, Robert J. "David Bleich's Subjective Criticism; Reading, Response and Values in the Teaching of Literature," *English Quarterly*, v17 n1 p54-59 Spr 1984.

Outlines Bleich's theory of subjective criticism and traces its roots in the work of the psychoanalytic critic Norman N. Holland. Suggests that the subjective criticism approach to literature can help elicit student response in the classroom and initiate discussions of value questions which literature inevitably raises.

Holbrook, Hilary Taylor. "ERIC/RCS: Reader Response in the Classroom," *Journal of Reading*, v30 n6 p556-59 Mar 1987.

Explores briefly the New Criticism that dominated literature instruction until recently and then provides an overview of reader response theory and how response approaches can be used in the classroom to enhance reading.

McAnulty, Sara J. "Breaking the Barriers: Teaching Martin Jamison's 'Rivers' (Modern Poetry in the Classroom)," *English Journal*, v78 n2 p75-78 Feb 1989.

Uses Martin Jamison's "Rivers" to illustrate a reader-response approach to poetry. Describes the process of students creating their own "poems," while analyzing the author's poem. Concludes that this approach encourages the necessary personal connection required for poetic involvement.

Myers, Kris L. "Twenty (Better) Questions," *English Journal*, v77 n1 p64-65 Jan 1988.

Describes how reader response journals encourage students to interact with literary works. Presents 20 questions, based on David Bleich's response heuristic, which help guide students' responses.

Nugent, Harold; Nugent, Susan. "The Double-Entry Journal in Literature Classes." Paper presented at the Annual Meeting of the New England Association of Teachers of English Fall Conference, 1984. 14 p. [ED 252 862]

Suggests that the use of the double-entry journal activates students' prior learning and present feelings, fosters collaborative learning, integrates major language skills, and encourages the creative and discovery processes. Part of the journal assignment is a three-step response based on David Bleich's "Readings and Feelings."

Probst, Robert E. "Mom, Wolfgang, and Me: Adolescent Literature, Critical Theory, and the English Classroom," *English Journal*, v75 n6 p33-39 Oct 1986.

Discusses using reader response instead of standard literature interpretation teaching methods for the study of adolescent literature in high schools. Asserts that this method gives authority to the students as readers because they must assume responsibility for understanding the text, themselves, and the world.

Probst, Robert E. *Transactional Theory in the Teaching of Literature*. ERIC Digest. ERIC Clearinghouse on Reading and Communication Skills, Urbana, IL, 1987. 3 p. [ED 284 274]

Explains the relationship of transactional theory (a reciprocal, mutually defining relationship between the reader and the literary text) to the teaching of literature. Differentiates between the efferent stance, in which the reader is primarily concerned with what he or she will carry away as information from the text, and the aesthetic stance, in which the reader focuses primarily upon the experience lived through during the reading.

Pugh, Sharon L. *Teaching Children to Appreciate Literature. ERIC Digest* Number 1. ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN, 1988. 3 p. [ED 292 108]

Presents two basic approaches to teaching children to appreciate literature at any level: the structural (traditional literary analysis) and the reader response approaches.

Teaching of Composition

Lang, Frederick K. "Varieties of Literary Experience for the Developing Writer." Paper presented at the "Developmental Education in the 80s: The Realities" Conference, 1983. 16 p. [ED 266 451]

Argues that the reader response criticism that has arisen in direct response to the New Criticism can be adapted to the needs of the developing writer through its emphasis upon the experience of the reader engaged with the text. Asserts that the inventive application of the principles of reader response criticism can make writers out of developing writers.

Miller, Susan. "Is There a Text in This Class?" *Freshman English News*, v11 n1 p20-24 Spr 1982.

Elucidates the tenets of reader response criticism that are compatible with the classroom teaching of writing.

Price, Marian. "Reader Response in the Teaching of Composition." Paper presented at the Annual Meeting of the Florida College English Association, 1987. 17 p. [ED 292 129]

Suggests that reader response can enhance a composition class in many ways and that reader response, by incorporating both intellect and feeling into an aesthetic reaction to literature, restores the subjective aspect that some forms of criticism deny. Argues that because the reader response model insures that individual responses are listened to and respected, it encourages involvement as readers and commitment as writers, and it discourages conformity of thought and the tendency to parrot the teacher's interpretations.

Other Teaching Techniques

Athanases, Steven. "Developing a Classroom Community of Interpreters," *English Journal*, v77 n1 p45-48 Jan 1988.

Describes a discussion model based on the reader response approach which thrives on controversy and encourages students to become an active, responsible "community of interpreters."

Brozo, William G. "Applying the Reader Response Heuristic to Expository Text," *Journal of Reading*, v32 n2 p140-45 Nov 1988.

Describes a reader response heuristic which approaches expository texts on a feeling and experiential level. Focuses on the work of one student writer to show how the student's interpretations of a text on Arab-Israeli relations was mediated by the student's feelings and experiences.

Chase, Nancy D. "Reader Response Techniques for Teaching Secondary and Post-Secondary Reading. College Reading and Learning Assistance." *Technical Report* 85-07. Division of Developmental Studies, Georgia State University, Atlanta, GA, 1985. 12 p. [ED 263 535]

Describes a five-step technique for secondary and postsecondary reading instruction, compatible with reader response theory, and addressing the need for academically underprepared students to experience the validation of their personal responses to texts.

Chase, Nancy D.; Hynd, Cynthia R. "Reader Response: An Alternative Way to Teach Students to Think about Text," *Journal of Reading*, v30 n6 p530-40 Mar 1987.

Describes the fundamentals of reader response theory, focuses on the aspects most relevant to reading instruction, and presents a teaching method using reader response as a vehicle for improving students' ability to learn from text.

Kear, Lynn. "Teaching Film Studies: The Viewer Response Approach," 1988. 23 p. [ED 294 254]

Suggests that Louise Rosenblatt's reader response theory can be applied effectively to film study in the classroom. Contends that (1) several teaching methods can be used with the viewer response theory, such as using journals, class viewing of films/videos, immediate response papers, lengthy response papers, small group study, and conferences; and (2) the viewer response approach can result in richer, more meaningful film viewing experiences for both teachers and students and provide the basis for further, more involved film study.

McRae, Murdo William. "Turning Reader-Response Theory into Student-Centered Classroom Practice," *Exercise Exchange*, v31 n2 p21-23 Spr 1986.

Describes how reader response theory can be easily adapted to classroom practice, thereby sharpening students' interest in reading, increasing their capacity to reason and write, and fostering greater regard for different points of view.

Steiner, Linda. "Readers' Readings: Applications of Reader-Response Theory." Paper presented at the 70th Annual Meeting of the Association for Education in Journalism and Mass Communication, 1987. 31 p. [ED 284 221; microfiche copy available from EDRS; paper copy not available from EDRS]

Applies reader response theory to journalism. Posits that readers of newspapers, like readers of literature, take an active role in making meaning from the articles they read, rather than passively accepting news as a finished, static product. Concludes that (1) by incorporating reader response theory in journalism education, and changing the way journalists think, they may come to understand how readers differ from one another, how they differ from reporters, and how reporters and readers together make meaning; and (2) the study of the linguistic and conceptual forms used by real people to give meaning to their situations would offer journalists new rhetorical tools.

Theory and Research

Bogdan, Deanne. "A Taxonomy of Responses and Respondents to Literature," *Paideusis: Journal of Canadian Philosophy of Education Society*, v1 n1 p13-32 Fall 1987.

Contends that stasis, stock, kinetic, spectator, and dialectic responses to literature all serve to deny the popular misconception that literary analysis invariably deals a death blow to the vitally engaged, spontaneous, and thus authentic response. Describes these responses and notes that the dialectic response to literature is the only response that moves between the precritical, critical, postcritical, and autonomous levels.

Golden, Joanne M.; Guthrie, John T. "Convergence and Divergence in Reader Response to Literature," *Reading Research Quarterly*, v21 n4 p408-21 Fall 1986.

Describes a reader response study indicating a high degree of agreement on reader beliefs and text events. Also finds that students who empathized with a particular character identified the story conflict as pertaining to that character. Suggests specific reader-based and text-based factors that produce convergence and divergence in reader response.

Harker, W. John. "Literary Theory and the Reading Process: A Meeting of Perspectives," *Written Communication*, v4 n3 p235-52 Jul 1987.

Examines the relationship between current concepts of reading processes and contemporary theories of literary response. Argues that text-based reading theories are isomorphic with the New Criticism, and that reader-based theories of reading are isomorphic with reader-response criticism. Maintains that literary theory ignores interactive formulations of the reading process.

Johnson, Nan. "Reader-Response and the Pathos Principle," *Rhetoric Review*, v6 n2 p152-66 Spr 1988.

Reviews and equates theories of reader response and rhetorical theories on audience response (the pathos principle). Concludes that the fundamental synonymity between them represents a significant bridge between analysis of literary texts and the dynamics of formal and social discourse and provides a theoretical foundation for teaching reading and writing.

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Ability Grouping in Reading Instruction: Research and Alternatives

by Mary Morgan

Ability grouping—grouping students for instruction by ability or achievement to create homogeneous instructional groups—has long been an accepted technique for teaching reading. Recently, however, some research has indicated that ability grouping does not enhance student achievement and may, in addition, have negative effects on the self-concepts of students in lower groups. Yet if ability grouping is not an effective instructional technique, what are the valid alternatives for reading instruction?

This *FAST Bib* addresses the issue of ability grouping in reading instruction, particularly at the elementary level, and begins with an overview discussing the social and political implications of classroom organization. The next section presents citations concerning research on ability grouping, focusing on its instructional effectiveness as well as its effect on students' self-concepts. In the final section, possible alternatives to ability grouping are considered, including documents on cooperative learning and whole language techniques.

Overview

Dreeben, Robert. "The Social Organization of Mathematics and Reading Instruction." Paper presented at the 69th Annual Meeting of the American Educational Research Association, 1985. 13 p. [ED 262 877]

Questions the nature of classroom instruction in general, and mathematics and reading instruction in the lower elementary school grades, in particular. Focuses on the following aspects of the social organization of instruction: 1) the diversity of student populations, 2) the motivating force behind instruction, and 3) the social arrangements through which the ongoing monitoring of student work transpires.

Fraatz, Jo Michelle Beld. *The Politics of Reading: Power, Opportunity, and Prospects for Change in America's Public Schools. 1987.* 237 p. [Available from Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027; document not available from EDRS] [ED 283 133]

Argues that the relationships of power and influence between people in schools dramatically affect the kinds of opportunities available to low-income children learning to read.

Recent Research

Alvermann, Donna E., Ed.; and others. *Research within Reach: Secondary School Reading. A Research Guided Response to Concerns of Reading Educators* (Revised). International Reading Association, Newark, DE, 1987. 201 p. [ED 282 187]

Synthesizes reading research in several significant areas and makes concrete suggestions for using this research to improve reading instruction. Chapter 10 focuses on grouping in reading instruction.

Barr, Rebecca; Dreeben, Robert. "The Formation and Instruction of Ability Groups," American Journal of Education, v97 n1 p34-64 Nov 1988.

Examines the effect of ability grouping on first-grade students' reading achievement. Contradicts the contention that grouping has a negative effect on low-achieving students. Finds that students' success depended on the quality of instruction, referring to the appropriate combination of instructional conditions.

Eder, Donna. "Ability Grouping and Students' Academic Self-Concepts: A Case Study," *Elementary School Journal*, v84 n2 p149-61 Nov 1983.

Examines: 1) the degree to which first-grade students engaged in within-group and across-group comparisons and were aware of group differences; and 2) the relationship between teacher praise and students' group levels and academic performances.

Eldredge, J. Lloyd; Butterfield, Dennie. *Sacred Cows Make Good Hamburger. A Report on a Reading Research Project Titled* "Testing the Sacred Cows in Reading," 1984. 93 p. [ED 255 861]

Because of concern about the harmful effects of placing children in low reading groups, this study tested several "sacred cows" in reading, including the homogeneous grouping practices currently utilized in most classrooms in the United States.

Felmlee, Diane; Eder, Donna. "Contextual Effects in the Classroom: The Impact of Ability Groups on Student Attention," *Sociology of Education*, v56 n2 p77-87 Apr 1983.

Examines how students' ability group assignments affect their attention spans. Finds that assignment to low-ability groups had a strong negative effect on student attentiveness, suggesting that classroom factors are important in shaping student behavior.

Gamoran, Adam. "Instructional and Institutional Effects of Ability Grouping," *Sociology of Education*, v59 n4 p185-98 Oct 1986.

Reviews research findings on ability grouping. Attempts to document the mechanisms through which stratification in schools influences student achievement, focusing on within-classroom ability grouping in 12 first grade classes. Results indicate that grouping has no direct effect on reading achievement by the end of the year.

Gamoran, Adam. "Egalitarian versus Elitist Use of Ability Grouping." Paper presented at the 68th Annual Meeting of the American Educational Research Association, 1984. 35 p. [ED 245 821]

Investigates two questions about the effects of grouping: 1) does a student's within-class group rank affect his or her learning when individual ability and instructional content are held statistically constant? and 2) do teachers utilize grouping in ways that have varied effects on student learning? Suggests that the consequences of grouping are not inherently detrimental but rather depend on how grouping is employed.

Gamoran, Adam. "The Institutionalization of Educational Stratification." Paper presented at the Annual Meeting of the American Sociological Association, 1984. 33 p. [ED 253 849]

Investigates the simultaneous effects of the rank of students' reading groups in first grade and their first grade achievement on their assignment to reading groups at the beginning of second grade.

Haller, Emil J.; Waterman, Margaret. "The Criteria of Reading Group Assignments," *Reading Teacher*, v38 n8 p772-81 Apr 1985.

Concludes that children's reading ability is not the sole reason behind their placement in particular reading groups and that teachers also consider such things as their ability to do academic work, work habits, classroom behavior, personality, and, occasionally, their home environment.

Hallinan, Maureen T.; Sorensen, Aage B. "Ability Grouping and Student Friendships," *American Educational Research Journal*, v22 n4 p485-99 Win 1985.

Examines the relationship between grouping and friendship in a longitudinal data set containing information on students in 110 reading groups in 32 fourth, fifth, and sixth grade classrooms.

Hallinan, Maureen T.; Sorensen, Aage B. "The Formation and Stability of Instructional Groups," *American Sociological Review*, v48 n6 p838-51 Dec 1983.

Using empirical evidence from 48 classrooms, this article argues that structural and organizational factors affect the stability and the formation of ability groups in an elementary classroom, which in turn affect growth in academic achievement. Holds that teachers are often impeded from forming the types of groups most conducive to student learning.

Harp, Bill. "What Do We Know about Ability Grouping? (When the Principal Asks)," *Reading Teacher*, v42 n6 p430-31 Feb 1989.

Reviews research on ability grouping. Notes several negative effects of ability grouping, and discusses the implications of this research for classroom practice.

Heller, Emil J. "Pupil Race and Elementary School Ability Grouping: Are Teachers Biased against Black Children?" *American Educational Research Journal*, v22 n4 p465-83 Win 1985.

Investigates the claim that pupil race affects the reading grouping decisions of elementary school teachers, causing Black children to be overrepresented in lower ability groups. These analyses failed to uncover evidence of racial bias, though Black pupils were more likely to be placed in the lowest groups.

Hiebert, Elfrieda H. "An Examination of Ability Grouping for Reading Instruction," *Reading Research Quarterly*, v18 n2 p231-55 Win 1983.

Reviews the literature on the nature of processes within reading groups of different ability levels and the effects of these processes on children's reading development. Presents a perspective on instructional-social contexts for reading instruction.

Slavin, Robert E. "Ability Grouping and Student Achievement in Elementary Schools: A Best-Evidence Synthesis," *Review of Educational Research*, v57 n3 p293-336 Fall 1987.

Reviews research of between-class and within-class ability grouping on the achievement of elementary students. Ability grouping appears most effective for specific subjects with students remaining in heterogeneous classes most of the day. Cross-grade assignment for selected subjects can increase achievement.

Slavin, Robert E. "Grouping for Instruction: Equity and Effectiveness," *Equity and Excellence*, v23 n1-2 p31-6 Spr 1987 (Special issue on Ethnic and Ability Grouping).

Reviews briefly the research on achievement effects of the following: (1) ability-grouped class assignment; and (2) student grouping alternatives that would accommodate learning differences among students. Discusses instructional effectiveness of those alternatives and their potential impact on segregation.

Slavin, Robert E. "Ability Grouping and Its Alternatives: Must We Track?" *American Educator: The Professional Journal of the American Federation of Teachers*, v11 n2 p32-36,47-48 Sum 1987.

Reviews research on student grouping, focusing on these types: tracking; grouping within classes (reading and mathematics); ability grouping for just one or two subjects; and classes for the gifted and handicapped. Asserts that ability-grouped class assignment is the most harmful form.

Alternatives to Ability Grouping

Burchby, Marcia. "Literature and Whole Language," *New Advocate*, v1 n2 p114-23 Spr 1988.

Summarizes some of the criticisms which have been directed at basal instruction. Discusses how whole language approaches enhance the ability to teach children to read, and engage students in a democratic and democratizing educational experience.

Canady, Robert Lynn; Hotchkiss, Phyllis R. "Scheduling Practices and Policies Associated with Increased Achievement for Low Achieving Students," *Journal of Negro Education*, v54 n3 p344-53 Sum 1985.

Presents two basic parallel block elementary school schedules (schedules in which a block of time is scheduled for essential and/or desired small skill groups parallel to instructional activities in large groups). Contends that parallel block scheduling in elementary schools can lead to improved instructional programs for low achievers.

Dunn, Rita; and others. "A Timely Solution: Effects of Chronobiology on Achievement and Behavior," *Clearing House*, v61 n1 p5-8 Sep 1987.

Advances the notion that students should be assigned to classes according to the time of day they learn best.

Durkin, Dolores. *Teaching Them to Read*, Fifth Edition. Allyn and Bacon, Inc., Boston, MA, 1989. 532 p. [ED 303 765]

Intended for teachers and prospective teachers, this book provides information about reading instruction from kindergarten through the elementary grades. Includes a chapter on organizing for instructional needs.

Eldredge, J. Lloyd; Butterfield, Dennie. "Alternatives to Traditional Reading Instruction," *Reading Teacher*, v40 n1 p32-37 Oct 1986.

Concludes that three experimental programs were more effective than traditional approaches in beginning reading instruction: (1) a literature program using special decoding strategies; (2) a literature program not using the special strategies; and (3) a traditional basal approach using the special decoding strategies.

Emmer, Edmund T. *Management and Instruction Strategies for Heterogeneous Elementary School Classrooms*. R&D Report No. 6009. Texas Univ., Austin. Research and Development Center for Teacher Education, 1984. 40 p. [ED 251 431]

Describes a variety of methods that can be used for instructing classes with students whose abilities and backgrounds vary widely, including individualization of instruction, homogeneous grouping, team teaching, and modifying whole-class instruction.

Halpern, Honey. "Classroom Scene: Contemporary Canadian Children's Literature for the Intermediate Grades: A Whole Language Approach," *Reading Canada Lecture*, v5 n4 p268-73 Win 1987.

Presents effective methods for the discussion, sharpening, and enrichment of readers' responses. Includes methods to teach students how to choose a good book, an individualized and/or group reading and response program, and journal writing techniques. Provides a bibliography of Canadian children's literature for intermediate grades.

Harp, Bill. "What Do We Do in the Place of Ability Grouping? (When the Principal Asks)," *Reading Teacher*, v42 n7 p534-35 Mar 1989.

Presents two alternatives to ability grouping—flexible grouping (based on students' level of independence as learners), and cooperative learning groups. Discusses the benefits of cooperative learning and provides a sample cooperative learning lesson.

Morris, Darrell. *Teaching Reading in Kindergarten: A Language-Experience Approach*. Occasional Paper No. 13. National College of Education, Evanston, IL, 1986. 45 p. [ED 276 975]

Presents a kindergarten reading curriculum, including a description of major instructional techniques, a time-line illustrating how instruction might evolve across the school year, and finally, a battery of informal tasks for assessing reading ability at the end of the kindergarten year.

Park, Barbara. "Outdated Teaching Practices Hamper Literacy Development," *Highway One*, v9 n2 p67-70 Spr 1986.

Points out that traditional teaching methods, which have been replaced by more effective methods for the majority of students, are still used for low-ability students. Argues that these students need the best materials available and teachers who are knowledgeable about current educational theories.

Slavin, Robert. "Cooperative Learning: Can Students Help Students Learn?" *Instructor*, v96 n7 p74-76,78 Mar 1987.

The concept of student team learning is described, with details on cooperative learning techniques developed for reorganizing classrooms into exciting, high-achieving places.

Unsworth, Len. "Meeting Individual Needs through Flexible Within-Class Grouping of Pupils," *Reading Teacher*, v38 n3 p298-304 Dec 1984.

Offers an example of how to use flexible reading groups to attain the greatest level of student achievement.

ERIC/RCS A Profile

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Where would you go to find the following kinds of information?

Suggested activities and instructional materials to teach elementary school students listening skills.

Instruction in writing that focuses on the writing process.

A list of suggestions for parent involvement in reading instruction.

Your answer should include the **ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS)**. Each year ERIC/RCS helps thousands of people find useful information related to education in reading, English, journalism, theater, speech and mass communications. While we cannot meet every educational information need, anyone with a strong interest in or involvement with teaching communication skills should look to ERIC/RCS as a valuable resource.

The ERIC/RCS Clearinghouse is now located at Indiana University, in Bloomington, Indiana.

Write or call ERIC/RCS for the following information:

- How to submit material for inclusion in the ERIC database.
- How to conduct manual or computer searches of the ERIC database.
- Where to get an ERIC computer search.
- Which organizations and institutions near you have ERIC microfiche collections.
- To obtain a list of ERIC/RCS publications.

ERIC/RCS PUBLICATIONS

These publications represent a low-cost way to build your own personal educational library and are an excellent addition to a school professional library. They are the results of the clearinghouse's efforts to analyze and synthesize the literature of education into research reviews, state-of-the-art studies, interpretive reports on topics of current interest, and booklets presenting research and theory plus related practical activities for the classroom teacher.

ERIC/RCS FAST BIBS (Focused Access to Selected Topics): abstracts or annotations from 20-30 sources in the ERIC database.

ERIC/RCS NEWSLETTERS concerning clearinghouse activities and publications, featuring noteworthy articles for communication skills educators.

ERIC DIGESTS with information and references on topics of current interest.

ERIC/RCS SERVICES

As part of its effort to provide the latest information on education research and practice, ERIC/RCS offers the following services:

- Question-answering, a major clearinghouse priority along with processing documents and producing publications.
- ERIC orientation workshops at local, regional, and national levels, at cost.
- Multiple copies of ERIC/RCS no-cost publications for workshop distribution.
- Clearinghouse-sponsored sessions at professional meetings on timely topics in reading and communication skills.
- Customized computer searches of the ERIC database. (The charge for this service is $30 for the first 50 citations.)

ERIC COMPONENTS

ERIC Clearinghouse on Adult, Career, and Vocational Education
Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815

ERIC Clearinghouse on Counseling and Personnel Services
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, MI 48109-1259
(313) 764-9492

ERIC Clearinghouse on Educational Management
University of Oregon
1787 Agate Street
Eugene, OR 97403-5207
(503) 346-5043

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois
College of Education
805 West Pennsylvania Avenue
Urbana, IL 61801-4897
(217) 333-1386

ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

ERIC Clearinghouse on Higher Education
George Washington University
One Dupont Circle, N.W.
Suite 630
Washington, DC 20036-1183
(202) 296-2597

ERIC Clearinghouse on Information Resources
Syracuse University
Huntington Hall, Room 030
150 Marshall Street
Syracuse, NY 13244-2340
(315) 443-3640

ERIC Clearinghouse for Junior Colleges
University of California at Los Angeles
Math-Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, CA 90024-1564
(213) 825-3931

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, DC 20037-0037
(202) 429-9551

ERIC Clearinghouse on Reading and Communication Skills
Indiana University, Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, IN 47408-2698
(812) 855-5847

ERIC Clearinghouse on Rural Education and Small Schools
Appalachia Educational Laboratory
1031 Quarrier Street
P. O. Box 1348
Charleston, WV 25325-1348
(800) 624-9120 (Outside WV)
(800) 344-6646 (In WV)

ERIC Clearinghouse for Science, Mathematics, and Environmental Education
Ohio State University
1200 Chambers Road, Room 310
Columbus, OH 43212-1792
(614) 292-6717

ERIC Clearinghouse for Social Studies/Social Science Education
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2698
(812) 855-3838

ERIC Clearinghouse on Teacher Education
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, DC 20036-2412
(202) 293-2450

ERIC Clearinghouse on Tests, Measurement, and Evaluation
American Institutes for Research (AIR)
Washington Research Center
3333 K Street., N.W.
Washington, DC 20007-3541
(202) 342-5060

ERIC Clearinghouse on Urban Education
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, NY 10027-9998
(212) 678-3433

ERIC Processing and Reference Facility
ARC Professional Services Group
Information Systems Division
2440 Research Boulevard., Suite 400
Rockville, MD 20850-3238
(301) 258-5500

ERIC Document Reproduction Service (EDRS)
Cincinnati Bell Information Systems (CBIS) Federal
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
(800) 443-ERIC (3742)

ACCESS ERIC
Aspen Systems Corporation
1600 Research Boulevard
Rockville, MD 20850

ERIC/RCS

Computer Search Service

Clearinghouse on Reading and Communication Skills
Indiana University
Smith Research Center, Suite 150
Bloomington, IN 47408-2698
(812) 855-5847

WOULD YOU LIKE EASY ACCESS TO EDUCATIONAL INFORMATION?

If you are involved in graduate studies, developing and evaluating programs or curricula, designing a new course or revamping an old one, writing a report, or any of countless other projects in the areas of reading, English, journalism, speech, or drama, then you already know how important it is to locate and use the most relevant and current resources. And if you have not been using ERIC, you have been missing a lot, simply because *many resources in the ERIC database are not available anywhere else.*

These resources cover all areas of education, including research reports, case studies, bibliographies, surveys, government reports, curriculum guides, teaching guides, program descriptions and evaluations, instructional materials, course descriptions, speeches, and conference reports.

Currently about 700,000 document abstracts and journal article annotations make up the ERIC database, which grows at the rate of approximately 30,000 entries per year. In order to make these resources more accessible to you, the ERIC Clearinghouse on Reading and Communication Skills offers a computerized database search service.

WHAT IS THE DIFFERENCE BETWEEN A COMPUTER SEARCH AND A MANUAL SEARCH?

The computer is much faster and far more efficient. Some highly complex searches that a computer can do in minutes would be virtually impossible for a person to do using the ERIC indexes *Resources in Education* and *Current Index to Journals in Education*. The computer offers the opportunity to search under several index terms at the same time

HOW DOES A COMPUTER SEARCH WORK?

ERIC uses a coordinate indexing system, with each document indexed under as many as 12 index terms, or "descriptors." These descriptors identify the educational level and content areas of a document. A computer search involves combining the descriptors for the specific search question into a search statement, which is then entered into the computer. Those documents that meet the requirements of the search statement are retrieved.

WHAT DO I GET?

You receive a printout of ERIC references that include complete bibliographic citations, annotations of journal articles, and 150- to 250-word abstracts of documents on your topic.

WHAT DOES IT COST?

The minimum charge for a customized computer search is $30 for up to 50 journal citations and/or document abstracts, plus $.10 for each additional reference. This fee includes handling and mailing. You will be billed for the cost upon completion of the search.

HOW LONG DOES IT TAKE?

Generally, the time from our receipt of your request to your receipt of the printout is two weeks.

WHAT DO I HAVE TO DO?

No prior knowledge of computers or computer searching is necessary. A member of our staff can help you define your search question. Our knowledge of the ERIC database, especially in the areas of reading and the other English language arts, can be an important aid in developing a successful search.

If you would like our clearinghouse to run a computer search on a topic of your choice, fill out and return the attached order form. If your question needs further clarification, a member of our staff will call you before conducting the search.

COMPUTER SEARCH SERVICE ORDER FORM

Name ____
Position ____
Organization ____
Street ____
City ______________________________ State ______________
Zip ______________________________ Phone ______________

Purpose of search:

Education level ____

Format (circle one):

Research reports
Practical applications
Both

Journal citations only
Document abstracts only
Both

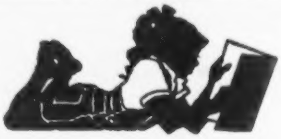
Known authority in field (if any) ______________________________

Possible key words or phrases:

Restrictions: Year(s) ____
Monetary ____

Statement of search question:

ERIC/RCS



ERIC in Print

ERIC
Clearinghouse on Reading and Communication Skills
Indiana University
Smith Research Center, Suite 150
Bloomington, IN 47408-2698
(812) 855-5847

Searching ERIC in Print

ERIC (the Educational Resources Information Center) is an information resource designed to make educational literature easily accessible through two monthly bibliographic publications: *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE)*. By following the steps below, individuals can quickly locate literature for their specific educational information needs.

1. **Phrase Your Question as Precisely as Possible.** Then list the key concepts of that question in as few words or phrases as possible.
2. **See If Your Indexing Terms are Listed in the** *Thesaurus of ERIC Descriptors*. If they are listed, look for other descriptors that come close to matching your terms. To help you in this procedure most descriptors are listed with a display of cross-references to other descriptors, including narrower terms (NT); broader terms (BT); and related terms (RT) within the same area of classification.
3. **Go to the Subject Index Sections of the Monthly, Seminannual, or Annual Issues of *RIE*.** Read the titles listed under the descriptors you have chosen and note the six-digit ED (ERIC Document) numbers for those documents that seem appropriate for your information needs.
4. **Locate and Read the Abstracts of These Documents in the Main Entry Sections of the Monthly *RIEs*.** Main entries are listed consecutively by ED number.
5. **To Find the Complete Text of the Document, First Examine the Abstract to See if It Has an EDRS Price.** If it does, the document is available both in ERIC microfiche collections (which are owned by over 700 libraries nationwide) and through the ERIC Document Reproduction Service (EDRS) in Virginia. EDRS ordering information is given in the back of every RIE. If the document is not available through EDRS, it is due to copyright restrictions placed on the document by its author or publisher. In these cases, ordering information will be given in the document abstract in a note labeled "available from."
6. **If You Have Trouble With Your Search** (e.g., the documents are not exactly what you want or you find no documents), return to steps one and two, checking your search terms. You also may want to ask your librarian for assistance in identifying descriptors.

If you want to expand your search to include journal articles, use *CIJE* in addition to *RIE*. Remember, however, that copies of journal articles are not available from EDRS. If you want to read the complete article, you must obtain the journal from a local library, the publisher, or University Microfilms International.

A. A kindergarten teacher has been asked by some of his neighbors who have preschoolers if there is anything they can do at home to help their children get ready for writing in school. The teacher decides that the key concept involved is Writing Readiness.

B. The teacher checks that term in the *ERIC Thesaurus* at a nearby university library and finds it listed.

C. Selecting one of the library's volumes of *RIE*, in this case the January-June 1988 semiannual index, *the teacher finds the following documents in the subject index:*

Writing Readiness

Children's Names: Landmarks for Literacy?	**ED 290 171**
Integrating Reading and Writing Instruction at the Primary level.	**ED 286 158**
Sister and Brother Writing Interplay.	**ED 285 176**
Writing Begins at Home: Preparing Children for Writing before They Go to School.	**ED 285 207**

D. **ED 285 207** Looks like an appropriate resource, so the teacher finds that ED number in a monthly issue of *RIE "January 1988" in the document resume section:*

ED 285 207 **CS 210 790**

Clay, Marie
Writing Begins at Home: Preparing Children for Writing before They Go to School.
Report No._ISBN-0-435-08452-6
Pub Date_87
Note_64p.
Available from_Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($12.50)
Pub type_Books (010) - Guides - Non-Classroom (055)

BEST COPY AVAILABLE

79

Document Not Available from EDRS.
Descriptors_Case Studies, Family Environment, Language Acquisition, *Parent Child Relationship, Parent Participation, Parent Role, *Preschool Children, Preschool Education, Psychomotor Skills, Reading Writing Relationship, Writing Exercises, *Writing Readiness, *Written Language
Identifiers_*Childrens Writing, *Emergent Literacy, Writing Attitudes

Intended for parents of preschoolers, this book offers samples of children's writing (defined as the funny signs and symbols that pencils make) and attempts to show how parents can support and expand children's discovery of printed language before children begin school. Each of the eight chapters contains numerous examples of young children's drawing and printing, as well as helpful comments and practical considerations to orient parents. The chapters are entitled: (1) Getting in Touch; (2) Exploration and Discoveries; (3) I Want to Record a Message; (4) We Follow Sally Ann's Progress; (5) Individual Differences at School Entry; (6) How Can a Parent Help?; (7) The Child at School; and (8) Let Your Child Read. (References and a list of complementary publications are attached.) (NKA)

E. The teacher notes the price and ordering information for his neighbors. The teacher can then select other *RIE* documents to review from other volumes of the *RIE* index, or check *CIJE* for journal articles on writing readiness.

KEYS TO USING ERIC

Thesaurus of ERIC Descriptors

The *ERIC Thesaurus* is the key to a search of the ERIC database, with approximately 10,000 terms and cross-references in the fields of education. Scope notes serve as definitions for most descriptors. Each document in the ERIC system is assigned several descriptors from the *Thesaurus* that indicate the essential content of the document. Once you have familiarized yourself with ERIC's descriptors and the *Thesaurus*, you have put thousands of pages of educational materials at your fingertips.

Resources in Education (RIE)

This publication prints the abstracts of documents processed and indexed for the ERIC system. About 1000 abstracts from ERIC Clearinghouses appear each month, arranged by ED number in the main entry section of *RIE*. In addition to the main entry section, each volume of *RIE* contains three indexes. Document titles are listed by subject (descriptor term), author, and institution. Unless otherwise noted, copies of documents abstracted in *RIE* are available from the ERIC Document Reproduction Service.

Current Index to Journals in Education (CIJE)

This ERIC publication directs you to educational articles from over 800 educational journals. Annotations describing over 1400 articles each month are arranged in the main entry section of *CIJE* according to EJ (ERIC Journal) number and are listed in subject, author, and journal indexes. Copies of journal articles annotated in *CIJE* are not available from the ERIC Document Reproduction Service but may be obtained from local library collections, from the publisher, or (in most cases) from University Microfilms International.

Semiannual and annual issues of *RIE* and *CIJE* consolidate the monthly subject, author, and institution indexes.

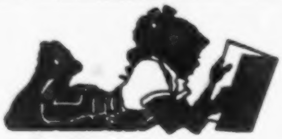
COMPUTER SEARCHES

Over 900 organizations across the nation, including the individual ERIC Clearinghouses, provide computerized searches of the ERIC database. The search strategy—selecting the key descriptors and scanning the documents under those subject headings—is the same as for manual searching. The differences are in time and cost. When you search by computer, you can combine several terms instantaneously for any or all issues of *RIE/CIJE*; in effect, you thumb through more than 200 issues of *RIE* at once. Costs for these services vary; while some institutions offer computer searches at no cost to in-state educators, others may charge from $5 to $300, depending upon the complexity and depth of the search or the kind of feedback requested. Our Clearinghouse can assist you in developing computer search strategy, and can provide information about computer search facilities near you. No prior knowledge of computers or computer searching is necessary.

CUSTOMIZED SEARCHES AVAILABLE

Customized computer searches of the ERIC database will be performed for you by the ERIC/RCS Clearinghouse, if you wish. The charge for this service is $30 for the first 50 citations. If your search problem does not fall within the scope of ERIC/RCS, we will refer your question to one of the other Clearinghouses in the ERIC System, or help you contact the appropriate Clearinghouse directly.

ERIC/RCS



Submitting Material

Clearinghouse on Reading and Communication Skills
Indiana University
Smith Research Center, Suite 150
Bloomington, IN 47408-2698
(812) 855-5847

WHY NOT SEND YOUR MATERIAL TO ERIC/RCS?

The ERIC system is always looking for high-quality educational documents to announce in *Resources in Education (RIE)*, ERIC's monthly index of document abstracts. ERIC, Educational Resources Information Center, sponsored by the Office of Educational Research and Improvement of the U.S. Department of Education, is a national educational information system designed to make available hard-to-find educational materials (such as research reports, literature reviews, conference papers, curriculum guides, and other resource information). Through a network of clearinghouses, each of which focuses on a specific field in education, materials are acquired, evaluated, cataloged, indexed, abstracted, and announced in *RIE*.

The Clearinghouse on Reading and Communication Skills is responsible for educational materials and information related to research, instruction, and personnel preparation in such areas as English language arts, reading, composition, literature, journalism, speech communication, theater and drama, and the mass media.

ERIC relieves you of the need to maintain copies of your materials for distribution to people or organizations requesting them, since documents can be ordered individually in both microfiche and paper copy formats from the ERIC Document Reproduction Service (EDRS) in Springfield, Virginia.

Dissemination through ERIC provides a wide audience for your materials since there are more than 700 ERIC microfiche collections throughout the world. In addition, your material can be retrieved at the more than 450 locations that provide computer searches of the ERIC database.

Because your documents are permanently indexed in *RIE* and on computer tape, ERIC serves an archival function as well as keeping users informed of current theories and practices.

We depend on our network of volunteer contributors to accomplish our goal of making information readily available to the educational community and to the general public.

HOW TO SUBMIT YOUR MATERIAL

Please follow the guidelines listed below for preparation of documents. Send two clean, dark-print copies, at least six pages in length, either in original or photocopied form to **Coordinator of Documents, ERIC/RCS, 2805 East Tenth Street, Smith Research Center, Suite 150, Bloomington, Indiana 47408-2698.**

Document Preparation. The following guidelines are designed to ensure that documents will be legible on microfiche and that readable copies will be available to ERIC users:

- Standard 8 1/2" x 11" white or light-tinted paper is preferred.
- Double-spaced pages printed on a laser printer or typed on a standard typewriter (pica or elite) photograph best. Dark-print dot-matrix computer printouts are acceptable.
- Letters and line drawings must be unbroken and as black as possible. Very small or finely drawn letters, as well as photographs and edited copy, will not reproduce well.
- Purple dittos and most colored pages will not photograph clearly.

WHAT HAPPENS NEXT...

To ensure its usefulness to the educational community, each document submitted is evaluated for quality and significance by one of approximately 200 specialists from various universities and the following professional organizations:

International Reading Association; Western College Reading Association; College Reading Association; National Reading Conference; North Central Reading Association; National Council of Teachers of English; Conference on College Composition and

Communication; Association for Education in Journalism and Mass Communication; Journalism Education Association; and Speech Communication Association.

If your document is approved by the reviewers, it will be indexed and an abstract of it will appear in *RIE* in approximately three to four months. At the time of issue you will be sent a complimentary microfiche of your material.

If you would like to know the disposition of your document please include a stamped, self-addressed envelope.

The inclusion of your document in the ERIC database in no way affects your copyright or your right to submit it for publication elsewhere. Your document will not be edited but will appear in its entirety.

Books on Reading for Elementary Students from ERIC/RCS

How do you meet the challenge when they *mainstream* LD, ESL, and other *special students* into your classroom?

A teacher with fresh ideas, solid lesson plans, and high energy, has got the right stuff.

Here are two books that give you the right stuff to meet your *special students.*

Working with ***Special Students in English/Language Arts,*** by Sharon Sorenson, lays out in clear and specific detail methods that work with mainstreamed learning-disabled students and students for whom English is a second language.

- how to organize your classroom to include *special students*
- how to use computers with LD and ESL students
- how to adapt your instruction to their needs
- how to organize your instructional media
- how to evaluate *special students*
- reading and writing for *special students*

Working with ***Special Students in English/Language Arts*** is a set of precision instruments for working on a delicate problem. The more than 30 lesson plans include these:

"Whole Language and ESL Instruction"
"Outlining for Mainstreamed Students"
"Guidelines for Bilingual Education"
"Teaching Punctuation to Special Students"

Sorenson's Working with ***Special Students in English/Language Arts*** relieves the new teacher's anxiety over meeting mainstreamed students for the first time, and supplies experienced teachers of special students with an extensive collection of new ideas and workable lesson plans.

* * * * *

Remedial Reading for Elementary School Students, by Carolyn Smith McGowen, will make you the teacher that a grateful child remembers forever as the one who made the difference.

Individual lesson plans in ***Remedial Reading for Elementary School Students*** enable you to teach those students whose "frame of mind" does not make them natural readers.

- For the *visual* child who learns to read by looking at pictures, use "Critical Reading: Drawing Pictures from Directions."
- For the *spatial* child whose natural acting talent can help teach reading skills, use "Reading Motivation: Dramatizing Stories with Puppets."
- For the *intrapersonal* child holding perpetual conversation with him- or herself, use "Story Structure: Use Your Imagination."
- For the *logical* child whose mind likes puzzles, use "Spelling: Word Scramble."
- For the *interpersonal* child who is a people person, use "Cooperative Team Reading."

Remedial Reading for Elementary School Students is full of bright ideas for lively reading classes.

- Play games to teach reading
- Build comprehension ability
- Sharpen reading skills
- Discover critical thinking
- Share the joy of literature

Teachers in Chapter 1 and mainstreamed classrooms often are asked to teach the "slow" ones. The slow ones are *not* dumb; they're just slow. And in most cases, they're slow for some perfectly understandable reasons.

They may have a horrid situation at home.
They may have had some bad teaching.
They may have a "frame of mind" that does not take naturally to reading.
Whatever the reason, they need—and they deserve—your special help and your best effort.

* * * * *

A third TRIED for all reading teachers of younger students: ***Reading Strategies for the Primary Grades.***

Kim and Claudia Kätz are veteran school teachers and Chapter 1 teachers, as well. Their presentations in conferences and seminars nationwide have boosted other teachers in the joy of teaching reading to young readers.

Their lesson plans in integrated language-arts learning stimulate imaginations, strengthen skills, and immerse readers in "the language experience." The lessons are distributed among these strategic concerns:

- beginning reading
- comprehension
- narrative text
- expository text
- the reading-writing connection
- promoting reading

All the tried-and-true methods are present and polished to unsurpassed usefulness, and some new angles you've probably never attempted:

- story mapping
- "Mother Goose on the Loose"
- response logs
- Whole Language
- authors' circles
- semantic mapping
- Think-Wink-Decide
- and lots more, plus illustrations that are themselves teaching aids you can

We lead by thinking.
We learn by doing.
You can teach your students to be leaders by teaching them to read and think critically.

* * * * *

Critical Thinking, Reading, and Writing, by Mary Morgan and Michael Shermis, is divided into lessons for elementary students and lessons for middle-school and secondary students, but with your own thoughtful modification, the elementary lessons can be used at an older level, and the upper-level lessons can be tailored to a younger audience.

You will be able to engage your students in the following:

development of self-awareness & self-evaluation
self-reliant problem solving
conflict resolution
moral decision making
Whole Language exercise
collaborative learning
movie analysis
critical use of the news
analysis of conflicting accounts
bias-free reasoning
art appreciation
critical reading in the content areas
categorization and analogy

Your teaching will be empowered in these ways:

address your students' respective learning styles
involve them in role playing
teach them language-arts skills visually, aurally, kinesthetically
cope with the conflict process
teach them to think for themselves

Mary Morgan (now teaching English in China) was the original designer of the TRIED series. Michael Shermis is an ERIC editor and the project coordinator of the Family Literacy Center. Both Mary and Michael are expert in their command of the ERIC database, accomplished teachers, and professional writers and editors.

* * * * *

Remedial Reading for Elementary School Students, Working with Special Students in English/Language Arts, Reading Strategies for the Primary Grades, Critical Thinking, Reading, and Writing are TRIED volumes.

TRIED—Teaching **R**esources **I**n the **E**RIC **D**atabase—is a series of lesson plans specially selected from among the nearly one million entries in the ERIC database, and expertly redesigned for effective teaching and learning. One good way to manage the information explosion, a TRIED volume saves you time, keeps you professionally up-to-speed, and puts a staff of experts at your disposal.

TRIED lessons are organized for ease of application:

- brief description
- objectives
- materials needed
- procedures
- source reference in the ERIC database
- supplementary comments

- results/benefits
- space for your own notes and comments

Each TRIED volume contains an activities chart covering all the lessons, and an annotated bibliography from the ERIC database providing further resources.

TRIED volumes are $12.95 each.

For a complete list of titles in the TRIED series, use the order form. A special price is available on quantity orders.

* * * * *

Peer Teaching and Collaborative Learning in the Language Arts comes as a great relief to many teachers! Elizabeth McAllister, formerly a public-school teacher and now a teacher of teachers at Towson State University in Maryland, puts together two strategies— peer teaching and collaborative learning—in a novel way guranteed to revolutionize any classroom.

McAllister starts off by telling a story about "a friend of mine"—a school teacher who had just concluded a "frustrating year with 28 first-graders who had a wide range of abilities with few available sources and no teacher's aides." McAllister's friend (one begins to suspect that it is McAllister herself) used summer vacation to immerse herself in a summer of study in her field. By reading the research, she discovered that "children, even very young children, can think, can study and learn, without the droning mediocrity of round-robin reading."

Emboldened by radical discovery, this "brave woman," gratified by her principal's enthusiastic support, reorganized her physical classroom away from "the old rows of desks, and gone with them was the mindset of sameness." When the kids came back in September, they found that "as the room was restructured, so also was the curriculum." This formerly frustrated teacher had, through a one-woman peer-tutoring coup de classroom, set herself free from the ho-hum of traditional language-arts instruction.

In six different scenarios, McAllister details with narrative vividness how to set up classes at different age and grade levels so that your students can teach and tutor one another. Older students tutor younger ones, more advanced students teach the less accomplished, and equals help each other. Peer tutoring works well in a single classroom or throughout the whole department or school. With the help of half the class helping the other half learn, you are set free to work on the problems that are too big for the kids themselves to solve.

The students enjoy "being teacher," and young people take instruction more easily from one another in some ways than they do from adults. The boredom of by-rote learning is allayed, as success and achievement breed more success and achievement. Time previously wasted by students waiting for others to take turns reciting is swallowed up in the simultaneous learning efforts of a multitude of self-instructing duos scattered about the room. Because of all of this, more students learn more, better and faster, than ever before. By letting the students do the teaching, the teacher becomes a success.

McAllister defines peer teaching/peer tutoring, gives a brief history of the method, and ties it all together with a discussion of the theory and economics of cooperative learning. She describes four ways of organizing a peer program, she offers suggestions on how to train the tutors and design tutoring lessons, and she explains how to evaluate the effects of a program in cooperative learning. McAllister reviews the research on peer tutoring, both past and in-progress, and she supplies a bibliography, including some of the books and articles that, no doubt, her "friend" read that revolutionary summer.

McAllister's book comes equipped with sample evaluation and accomplishment forms, and is delightfully illustrated with an "Indiana Jones" map of peer-tutorial progress (photocopiable for student use). Adventurers in collaborative learning make progress over the "Foothills of Effort" through the "Forest of Imagination" under the "Caves of Curiosity" right on up to the "Gateway to Enlightenment," behind which stands the "Castle of Knowledge," its banners flying.

Roger Farr, Director of the Center for Reading and Language Studies at Indiana University, praises McAllister's combination of cooperative learning with peer instruction because she both "tells how to do things" and "explains the principles behind the practices." He also comments that her summation of the method reflects what "researchers and teachers have shown to be successful over and over."

$12.95; copublished by ERIC/RCS and the Center for Reading and Language Studies

* * * * *

Parents and Children Together is an illustrated monthly magazine that comes with an audio cassette: a book and a tape that make it possible for parents and children to read along together. The audio-journal is intended for parents with children from ages 4-10. It can help both parent and child improve their literacy at the same time.

The first half of the booklet and the first side of the audio cassette are "for parents only," offering practical advice about children on topics like these:

- self-esteem
- motivation
- discipline
- family activities

The first half of the audio journal also gives answers to hard questions that real parents have asked. A literacy teacher writes a monthly column on how parents can help their children read and write better. A fresh list of books of interest to parents and children is in each issue.

The second half of the booklet and the second side of the cassette include three read-along stories with reading and writing activities and literature extensions. Some of these stories are familiar classics. The well-known *Highlights for Children* and *Cricket* children's magazines have given us permission to reprint favorite stories from their rich store. Some of the stories are new, having been specially written for ***Parents and Children Together.***

The audio-journal encourages parents to do the following:

- read and write with their children
- speak and listen to their children
- develop their own literacy skills
- strengthen communication in family relationships

Parents and Children Together has been enthusiastically greeted by many professionals in the family literacy field. "Chapter 1" directors and teachers, along with school principals and classroom teachers in grades K-3, welcome the audio-journal as a boost to parent involvement.

Issues of ***Parents and Children Together*** are now available on these, and many other, topics:

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